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The Development of Focusky as Learning Media on Recount Text to Improve Students' Vocabulary Mastery

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ABSTRACT

This study delves into the development and implementation of an application-based learning media called "Verbiloquy" aimed to improve students' English vocabulary mastery. The research was conducted at SMK Negeri 4 Pekanbaru with 32 students from class X DPK-BT 2. The ADDIE methodology, which includes Analysis, Design, Development, Implementation, and Evaluation, provided a systematic approach to develop and implement the learning media product. Data collection involved pre-test and post-test assessments to measure the impact of the learning media on students' vocabulary mastery. Material and media experts evaluated the developed product, with results indicating high feasibility and effectiveness. The result of students' vocabulary test was improved in the quality of their vocabulary ability measured by the result of the N-gain classification showed at 0.54 increase in students' vocabulary test scores, categorizing the improvement as "Medium." Comparison with previous studies revealed similar positive outcomes in terms of improving English vocabulary mastery using different learning tools. The study concludes that "Verbiloquy" is an effective tool for enhancing students' vocabulary skills, contributing to a more engaging and efficient learning experience. The researcher highlights the potential of Focusky as a valuable learning media in improving students' language proficiency.

1. Introduction

The significance of learning English in the context of global development and new discoveries emphasize the necessity for young people to know various foreign languages, with English serving as a critical language for communication and information access. The utilization of interactive methods and modern technologies is also encouraged to make English learning more effective and

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entertaining, emphasizing the significance of language mastery (Mardievna et al., 2020).

Language is an important tool to express and communicate with the others (Sari, 2023). Learning English through online activities, digital abilities, and perceived usefulness of the Internet were all positively associated to positive online learning experiences. This shows that the use of digital technology in English learning may be more effective. Furthermore, the study emphasizes the relevance of digital media literacy and learning engagement in the online learning environment, underlining technology's usefulness in aiding English learning (D. N. Hidayat et al., 2022). In Indonesia, English is widely used and has a big impact on a lot of different areas of life, such economics and education. English is being used more frequently as a second language and as a teaching medium in schools, despite the fact that it is still regarded as a foreign language (Alrajafi, 2021).

In Indonesia, English is taught not only to schoolchildren, but also to higher education students and even employees. However, even after years of study, Indonesian students often struggle to speak English in everyday conversations (Pahmi & Syahfutra, 2019). The principles of effective learning, namely independence, flexibility, contemporary, mobility, and conformity to the level of need, are made possible through the utilization of digital learning media. Additionally, students may find the English language learning process more engaging, enjoyable, and understandable if they utilize digital applications (Mursyidin et al., 2022).

Learning media refers to the physical and non-physical tools used by teachers to more effectively and efficiently provide students with educational materials. It can take the shape of films, interactives, lesson plans, print materials, computer applications, and other resources. Students' critical thinking abilities are very necessary to shape students' cognitive strengths (Agustia, 2024). Learning media refers to the physical and non-physical tools used by teachers to more effectively and efficiently impart educational material to students. It can take the shape of films, interactives, lesson plans, print materials, computer applications, and other resources (Puspitarini & Hanif, 2019).

Recount Text is an important material of English education and is required for students to learn. Students benefit from recount text is helping them improve their writing and storytelling skills, as well as their ability to organize and present information in a coherent manner. Furthermore, the implementation of media in the classroom, which has become a common practice in education, supports the use of recount text as learning media (Melinia & Nugroho, 2022). Recount text's significance in helping students advance their writing abilities is demonstrated by this. Writing is characterized as a productive skill that concentrates on information production, giving students more time than speaking to consider what they want to communicate. Clear idea organization into sentences and paragraphs is facilitated by this procedure, which is necessary for efficient communication (Johan et al., 2023).

Recount texts with interactive multimedia, which come with activities and dictionaries, can make studying more interesting and inspire kids to learn English. Students sometimes struggle to distinguish between the simple present tense and the simple past tense; nevertheless, learning vocabulary through recount texts can help (Saputra et al., 2021).

Learning can become less repetitive and more engaging with the use of recount texts. These readings can pique students' interest and inspire them to pick up new terminology by narrating historical events. Students benefit from recount texts because they give new language a realistic context, which improves word comprehension and retention. Compared to rote memorizing, contextual learning is more effective (A. P. Hidayat & Syahrizal, 2020). Learning media helps teachers and students communicate effectively, which helps kids learn the topic more easily. Students can be effectively motivated and learning can be made more engaging by creating an attractive learning environment through the media (Setiawan et al., 2023). By engaging with content that interests them, students can learn through learning media, which enhances the fun and engagement of the learning process. Students can learn on their own by using resources for vocabulary and pronunciation that best meet their needs (Santiana et al., 2023).

Vocabulary refers to the set of words in a language that a person understands and uses. It includes the words and phrases that people understand, recognize, and can use when speaking, reading, writing, and listening. Vocabulary mastery in the context of language learning entails the acquisition and effective use of a diverse set of words and expressions (Sari & Aminatun, 2021). Education is the most important factor in a person's life, because it can distinguish a person's ability to think (Bella, 2023). Speaking, listening, reading, and writing are all reliant on one's vocabulary. Enhancing these abilities is a large vocabulary. The first thing a person should do when deciding to study English is to begin acquiring vocabulary. It is impossible to learn a language without vocabulary, and it is also impossible to communicate with others effectively without vocabulary. (Simanungkalit, 2023).

Gaining proficiency in a second language requires having a strong vocabulary. Nothing can be communicated without vocabulary, underscoring its significance in language use. Those with a sufficient vocabulary may communicate clearly and contribute productively to formal and informal discussions on a range of subjects. Vocabulary is used frequently in language, and proficient word usage is essential for clear communication (Chairani, 2021).

Improving vocabulary mastery is critical for a variety of reasons. For starters, a large vocabulary improves communication skills, allowing people to express themselves more effectively and better understand others. Second, a large vocabulary is essential for academic success because it improves reading comprehension, writing ability, and overall academic achievement. Furthermore, a broad vocabulary is necessary for career advancement because it can lead to improved job performance and opportunities. Finally, a diverse vocabulary aids cognitive development and critical thinking skills, allowing individuals to more

effectively analyze and interpret information. As a result, improving vocabulary mastery is critical for personal, academic, and professional development (Syahrir. et al., 2022).

Some issues were discovered as a result of the researcher's observations, particularly of students in SMK Negeri 4 Pekanbaru. First, the teacher has a lack of media to improve vocabulary. Second, some students are unable to determine the meaning of vocabulary in recount text. Third, not all students are interested in learning English vocabulary. Students who were uninterested in the lesson are more likely to give up if the material is difficult to comprehend. These issues, undoubtedly, will have an impact on their low vocabulary scores. Thus, to pique students' interest in expanding their vocabulary, the researcher tried to develop learning media called "Verbiloquy" using Focusky.

Focusky is a learning media software that has been found to be simple to use and produce satisfactory results. The development of application-based modules is intended to meet the needs of students in the digital era. The teaching materials created with the help of the Focusky application are technology-based modules that are motivated by the demand for increasingly sophisticated technological advances in education. The module development process included selecting appealing templates, creating concept maps, and using appropriate font, color combinations, and context to support the learning process (Lenita & Azizah, 2022). Focusky has been proven to be a successful learning tool in a number of ways. By including new items, photos, text, music, graphics, movies, and PowerPoint files, it stimulates interest and attention in kids, encourages learning, and allows them to practice critical thinking (Putri & Aznam, 2019). The Focusky app does a good job at holding students' attention. It facilitates students understanding of the subject matter. It works well to keep students interested in what they are learning. Positive feedback on the learning media's program, design, and content quality came from both teachers and students (Angliani & Mellisa, 2022).

Because students' interest in learning English vocabulary has waned, the researcher decided to create "Verbiloquy" media. This happens because teachers still use traditional learning materials such as practice sheets and books. Furthermore, students were expected to learn independently. As a result, the researcher developed a learning resource to assist students in overcoming their challenges. The researcher used this learning media to assist students improve English vocabulary. The media intended to be simple, cohesive, balanced, and visually appealing. It has been evaluated by media experts and tested with a group of students, and the results indicate that it is both feasible and effective for increasing students' vocabulary.

Previous researchers conducted research to improve students' English vocabulary. The first study conducted by Wijaya et al., (2022) involved developing media to assist students improve their vocabulary. This research involves developing a game app called "Find the Object" to improve English vocabulary mastery. The study found that using the "Find the Object" game app resulted in a significant

increase in English vocabulary mastery among school students, as evidenced by higher post-test scores than pre-test scores.

Second, the study conducted by Susana & Irfandi, (2022) investigated The impact of using Focusky as a learning tool on students' learning outcomes. The findings revealed that using Focusky as an educational tool can affect students' learning outcomes and interest. Experiments, R&D, descriptive studies, and quantitative approaches are among the research methods used to study Focusky as a learning medium. Finally, using Focusky as a learning media can help students learn more effectively.

There are certain differences between previous studies and the researcher's current research. The purpose of the previous studies is to create and develop of a mobile application named "Find the Object." The primary objective is to improve English vocabulary mastery among students through the gamification of learning. Meanwhile, the purpose of this research is to develop and implement of a specific learning tool called Focusky, which is utilized for teaching recount text. The aim is to enhance students' vocabulary mastery through the use of this tool.

2. Methodology

R&D is a process or set of steps used to create a new product or improve an existing one. Development research is one type of research that can serve as a bridge or a barrier between basic and applied research. One type of research that can bridge or break the gap between basic and applied research is development research (Okpatrioka, 2023). The R&D Method is utilized because it is used in the creation and assessment of educational materials. It also addresses the advancement of product-oriented research in education and the enhancement of educational quality in relation to the education domain assessment program (Gustiani, 2019). This research creates and implements a learning media product using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) methodology.

The ADDIE method is a systematic and theoretical approach to improving the media development learning process. The ADDIE model facilitates the creation of effective digital teaching materials by providing a structured approach that includes stages such as analysis, design, development, implementation, and evaluation. This systematic approach ensures that teaching materials are well-designed, validated by experts, and meet the needs of both educators and students (Martatiana et al., 2023). This study was conducted in March 2024 at SMK Negeri 4 Pekanbaru, with 32 students from class X DPK-BT 2. The researcher used a test that included both a pre-test and a post-test. The test came in the form of a task. The research's application of both pre-test and post-test allowed the researchers to measure the students' initial vocabulary mastery levels prior to the intervention (pre-test) and then assess the impact of the learning media on their vocabulary mastery after the intervention (post-test). This design aids in evaluating the intervention's effectiveness by comparing students' performance

before and after treatment, giving valuable information about the impact of learning media on vocabulary learning (Yelvia et al., 2023). When creating educational resources, it is advantageous to employ the ADDIE Model since it guarantees the products' quality and ability to stimulate learning. Analysis, Design, Development, Implementation, and Evaluation are the five phases of the instructional design process as broken down into a systematic manner by the ADDIE Model. With each step's output serving as the input for the next, this simple-to-follow paradigm aids in arranging the steps into a logical order (Cahyadi, 2019).

Research Procedure

According to (Tjahyanto, 2022) The ADDIE research procedure used in the study involved five steps:

a) Analysis

First, the analysis starts with fieldwork and literature research. Regarding the curriculum analysis obtained from the independent curriculum (kurikulum merdeka), a direct interview with the subject's teacher was conducted. The subject analysis is required when developing goal-based teaching materials. On-site research is carried out directly by visiting educational facilities and briefing with English teachers.

b) Design

The second stage of ADDIE is design. This stage entails developing digital teaching materials based on prior needs, curriculum, and student assessments. Furthermore, digital teaching materials will be tailored to field-specific requirements. It gathers references to develop digital teaching materials. The instrument for evaluating teaching materials takes into account content, language, presentation, and alignment with the learning model. Instruments include teaching materials, assessment sheets, and response questionnaires.

c) Development

Development is the process of transforming designs into reality. The teaching materials will be validated by experts in material and media. Validators will use planned validation instruments during the process. Validation assesses the developed product, including content and teaching materials, based on field requirements. Validation serves as a benchmark to improve digital teaching materials.

d) Implementation

Implementation, the fourth stage of the ADDIE process, is limited in subject matter. After learning, students complete a product assessment questionnaire using the provided digital teaching materials. The questionnaire was designed

based on planned comprehension indicators. Following the test, the author analyzed the data to assess the effectiveness of the teaching materials developed. Student questionnaires are used to collect effectiveness data, which is then calculated as a percentage of the feasibility of digital teaching materials. After determining the product's feasibility, a preliminary evaluation is conducted to provide feedback on using the ADDIE model for designing digital teaching materials. Implementation aims to help students achieve learning goals, solve problems during the learning process, and improve skills.

e) Evaluation

During the evaluation stage, researchers finalize teaching materials based on field notes from the previous implementation stage. This ensures that teaching materials are relevant and applicable across schools. This final stage evaluates the success of previous stages and identifies areas for further improvement.

Data Collecting

The researcher collected data through questionnaires and tests. Validators received questionnaires to validate the application's effectiveness as a learning tool for improving students' English vocabulary. This study's tests were pre-test and post-test. The test examined students' English vocabulary before and after using learning media. The research findings in terms of data collection and product tests during the development stage, namely alpha and beta testing trials, are as follows:

a) Alpha Testing

Alpha testing of learning media using “Verbiloquy” was conducted by both material and media experts. Alpha testing was conducted to determine whether teaching vocabulary mastery to students was feasible. In addition, suggestions from media and material experts are reviewed before being tested.

b) Beta Testing

Beta testing was refined with input from media and material experts prior to student testing. The next phase involved testing students to determine if their vocabulary mastery improved after using a “Verbiloquy”. The beta test involved 32 students. The beta test shows the product development results to each student being studied. Furthermore, students expressed an interest in providing feedback on the presentation's usability.

Data Analysis

Validators provided qualitative feedback through assessments, while likert scale assessment questionnaires provided quantitative data. Data analysis involves analyzing material and media results using average calculation techniques. The

average calculation formula is shown below and Table 1 shows the Material and media validation criteria.

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

where:

P = Feasible

$\sum x$ = Number of assessment answers

$\sum xi$ = Highest number of answers

Table 1. Material and Media Validation Criteria

Presentation Range	Criteria
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Medium
21% - 40%	Bad
0% - 20%	Very Bad

Source: (Sugiyono 2017 cited in Khasanah et al., 2019)

The researcher gave a post-test to evaluate the improvement in the student's vocabulary mastery following treatment. The test was identical to the pre-test. Data from pre-test and post-test will be analyzed using the following formula:

$$score = \frac{\text{Total correct answer}}{\text{Total item score}} \times 100$$

Source: (Iswara Jaya et al., 2020)

The researcher collected the total score and classified the vocabulary understanding of students based on the assessment results. Table 2 shows the classification of the student's score.

Table 2. The Classification of Student's Score

Score	Categories
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Average
56-65	Fair
36-55	Poor
0-35	Very poor

Source: (Depdikbud 2005 cited in Iswara Jaya et al., 2020)

3. Results and Discussion

Results

This learning media is in the form of a Windows application, students and teachers can download this application by visiting the link

(<https://tinyurl.com/Verbiloquy>) provided by the researcher (Figure 1). This media also uses AI voices as narrators to help students learn recount text material. Students are presented with a simple dashboard with a variety of recount text subjects to peruse when starting the tool. A range of recount text topics, including historical events, scientific experiments, and personal experiences, are available for students to select from. Each topic opens into a lesson mode where the AI voice, with a friendly and engaging tone, introduces the concept of recount texts. It explains the structure, purpose, and common features of recount texts. Students may practice recognizing aspects of a recount text through interactive activities in the program, which serves as a learning aid. Cloze exercises where students fill in missing words or phrases to complete recount texts, reinforcing understanding of language features.

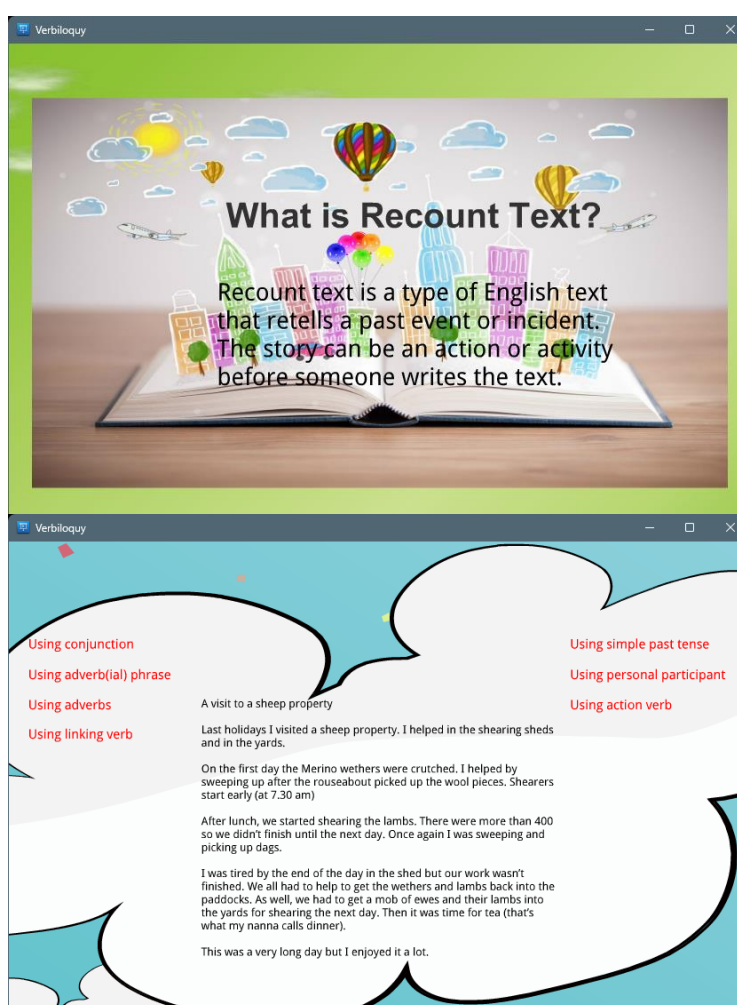


Figure 1. Developed Learning Media

The study included 32 students from SMK Negeri 4's X DPX-BT 2 class. Data from a product development trial conducted by material experts, learning media experts, and target users (class X students of SMK Negeri 4 Pekanbaru) will be presented in order.

a. Material Expert Data

Material experts are knowledgeable about teaching materials and use the ADDIE model, which was developed by developers. Experts are expected to provide feedback on the accuracy and development process of ADDIE-based teaching materials. The validator is a teacher at SMK Negeri 4 Pekanbaru. The table 3 presents data from a material expert on the accuracy of web-based teaching materials for improving students' English vocabulary mastery.

Table 3. Material Expert Validation Results

Aspects	Percent
Learning Design	80%
Content	100%
Language and Communication	80%

The assessment consists of three aspects: learning design, content, and language, measured on a 5-point scale. The table above shows an average score of 86%, indicating that the learning media content is categorized as "Very Feasible".

b. Learning Media Expert Data

The validator is a lecturer in English Education at Muhammadiyah Riau University who understands the media being created by developers. This criterion was chosen because it is expected that media experts will provide feedback on the accuracy of web-based teaching materials developed by developers. The table 4 presents data on the results of the expert of learning media to improve students' vocabulary mastery.

Table 4. Media Expert Validation Results

Aspects	Percent
Usability	97%
Visual Communication	97%

The assessment consists of two aspects: usability and visual communication, measured on a 5-point scale. The table above shows an average score of 97%, indicating that the learning media content is categorized as "Very Feasible".

c. Analysis Score Pre – Test and Post – Test

The researcher conducted an N-gain Classification on pre-test and post-test data to figure out whether the website treatment improved students' vocabulary mastery. Table 5 shows the test results were analyzed using N-gain classification.

Table 5. N-gain Classification

Score	Category
0,71 – 1,00	High
0,31 – 0,70	Medium
0,00 – 0,30	Low

Figure 2 shows the difference in the value of the pre – test post-test N-gain scores.

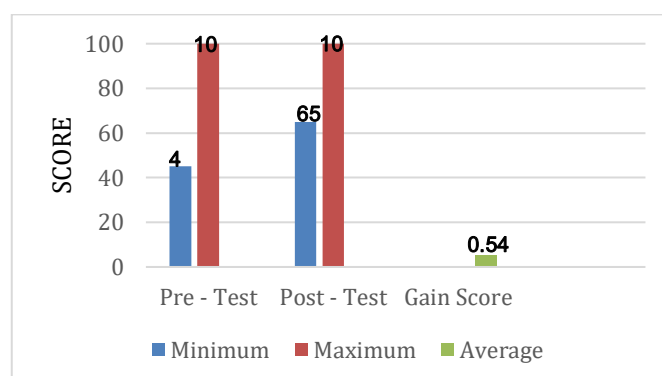


Figure 2. Chart score pre-test post-test and gain

Based on Figure 2, it can be concluded that the post-test is better than the pre-test, with a 0.54 increase in student vocabulary test with a "medium" N-gain classification. After observing the increase in the student's N-gain, which was manifested in the form of a result score in the form of a vocabulary test following the use of app-based learning media, the product that has been developed is said to be effective for use in future learning.

Discussion

Based on the finding above, the results of the student vocabulary test were increase in the quality of student vocabulary mastery measured by the results the pre-test and post-test. After using the application as a learning instrument, students in class X DPK-BT 2 SMK Negeri 4 Pekanbaru improved their vocabulary mastery by 0.54 N-gain, resulting in a "Medium" N-gain classification. The application-based learning media improved students' vocabulary mastery. The final form of the developed product is an application that can be accessed via browser.

Similar research has done by (Wijaya et al., 2022) the result of the research using the development of "Find the Object" game app, revealed a significant improvement in English vocabulary mastery among elementary school students, as evidenced by higher post-test scores compared to pre-test results. The majority of students expressed an interest in using the game to learn English vocabulary, demonstrating the app's effectiveness in improving vocabulary comprehension. Another similar study was conducted by (Fatimah & Fatonah, 2023) the outcome of the research using the development of Focusky as an instrument for learning has been shown to significantly increase students' learning interest, as confirmed by experts and peers. This multimedia approach provides an engaging way to deliver educational content and has demonstrated positive results in terms of student engagement.

4. Conclusion

To summarize, the development of the "Verbiloquy" learning media has shown great promise in terms of both material and media components. Material experts evaluated the media's learning design, content, language, and communication aspects, and found that the content received positive feedback. Furthermore, media experts determined that the usability and visual communication aspects were both Very Feasible. After students using the application as a learning instrument, students in class X DPK-BT 2 SMK Negeri 4 Pekanbaru improved their vocabulary mastery. The application-based learning media improved students' vocabulary mastery. The final form of the developed product is a learning material that can be accessed through an application. The results of the study demonstrated the advantages and possibilities of Focusky as a learning tool for students to improve their vocabulary knowledge, leading to a more successful learning environment.

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