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DEVELOPMENT OF WEBSITE-BASED DILE (DISASTERLEARN) MEDIA FOR ELEVENTH-GRADE ENGLISH SUBJECT AT SMK NUSANTARA

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Abstract

The integration of website-based media into English language learning offers opportunities to improve instructional accessibility, interactivity, and student engagement; however, context-specific digital resources for teaching analytical exposition texts in vocational secondary schools remain limited. This study aims to develop DiLe (DisasterLearn), a website-based learning medium for Grade XI English instruction at SMK Nusantara Bogem Diwek Jombang, and to examine students' responses to its use. The study employed a Research and Development approach using the ADDIE model, comprising analysis, design, development, implementation, and evaluation. The product was validated by a media expert and a subject-matter expert before being tested with students as end users. Expert validation was conducted to assess the validity and instructional suitability of the developed medium, while students' responses were collected through a questionnaire. The findings show that the media expert evaluation yielded an average score of 92%, categorized as highly valid, while the subject-matter expert evaluation likewise placed the product in the highly valid category. Student-response data also indicated a highly positive evaluation, as reflected in the predominance of "agree" and "strongly agree" responses across

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the assessed dimensions. These findings demonstrate that DiLe is highly valid and suitable for supporting the teaching of analytical exposition texts. The study contributes a contextually relevant website-based instructional resource and indicates that its implementation has the potential to strengthen students' interest and motivation in English language learning.

Keywords: ADDIE Model; Analytical Exposition Text; DisasterLearn; English Language Learning; Website-Based Learning Media

INTRODUCTION

Language is the identity of a nation as a medium of communication. Every individual certainly needs language when socializing, expressing ideas and opinions, and engaging in other social relationships (Mailani et al., 2022). Every individual requires a medium of communication for survival, which is achieved by using language in their interactions. Therefore, language is an essential tool that humans need to communicate and socialize with one another (Sasabila et al., 2023).

In today's era, mastering and learning English is highly essential as it is recognized as an international language; numerous countries utilize it to communicate with foreigners. Furthermore, English is currently deeply integrated into various aspects of social life, encompassing education, careers, and tourism (Nurhasana, 2022). Within the teaching and learning process, teacher competence and instructional media significantly impact students' learning success. This aspect requires careful attention as it directly influences student learning outcomes (Lubis et al., 2024).

Generally, many students face various difficulties in learning English. One of the biggest challenges is mastering grammar, which involves numerous rules, exceptions, and structures that differ significantly from Indonesian (Wardani et al., 2024). This difficulty often leaves students confused when forming correct sentences, both in spoken and written forms. Additionally, pronunciation remains a common obstacle. English contains many words whose pronunciation does not always align with their spelling, thereby requiring intensive practice to master (Gede et al., 2023). This factor frequently causes students to lack confidence when speaking in public. Limited vocabulary is also a significant issue (Aini et al., 2023). Many students find it challenging to memorize and utilize new vocabulary in the appropriate context. Consequently, this affects their overall proficiency in reading, writing, speaking, and listening to English (Lubis et al., 2024).

Based on observations conducted by the researcher, for some students at SMK Nusantara, learning English is quite an enjoyable experience. By understanding the language, they find it easier to translate various foreign texts. This ability is undoubtedly highly beneficial, particularly in the current era of globalization, where information from abroad is easily accessible. However, during the learning process, they also encounter several significant challenges. One of these is the difficulty in pronunciation, which feels quite complex; additionally, understanding and applying correct grammar remains a struggle for them. Furthermore, unappealing instructional media causes students to become quickly bored during the learning process, and educators who continue to employ conventional methods present a separate obstacle.

Instructional media plays a crucial role in the teaching and learning process. Teachers can utilize learning media to ensure that the delivered material is easily understood by students. Moreover, it can foster new interests and curiosity, as well as stimulate motivation for learning.

Currently, the integration of technology in education is advancing rapidly in tandem with the times. This advancement must be leveraged by teachers to generate creative and innovative ideas in their teaching, ensuring that learning is not monotonous and students do not feel bored. The use of media in education is vital in assisting students who struggle to absorb information and in maintaining their focus during the learning process. Sources of information can be accessed through various media. One of the most frequently utilized methods is the use of instructional media via smartphones. Through this approach, a teacher can enhance students' interest in learning. Thus, provided the content is educational, mobile phones can offer positive impacts on students (Defrian et al., 2023).

The implementation of mobile learning is essential to enhance the appeal of the learning process. As a form of development, this can yield a positive impact on instructional methods (Peramudita et al., 2025). Thus, Android-based mobile learning media serves as an effective alternative to improve the quality and standard of classroom instruction. Furthermore, this media is also capable of creating a more interactive learning atmosphere (Asnawati & Sutiah, 2023).

One of the media that can be utilized in developing digital-based learning is a website. A website is an internet-based platform that can be used to present various information and learning materials in an attractive, interactive, and easily accessible manner for users

(Istiqomah & HIdayat, 2021). Through a website, teachers can organize and manage various learning contents such as materials, instructional videos, quizzes, practice exercises, and other learning resources within a single platform (Musyafak & Agoestanto, 2022). Additionally, websites can be accessed anytime and anywhere via computers or smartphones connected to the internet. In the field of education, websites serve as instructional media capable of making the teaching and learning process more effective, flexible, and interactive (Hayaturraiyan & Harahap, 2022). Therefore, the use of websites as instructional media can be an appropriate alternative to increase students' interest in learning, foster independent study, and enhance student engagement in the learning process, particularly in the English subject (Nuh, 2022).

There are several relevant previous studies that serve as references in the development of this instructional media. Research conducted by Gulo & Harefa (2022) focused on the development of PowerPoint-based interactive instructional media using the DDD-E model for junior high school mathematics, yielding a product that met the highly valid, practical, and effective criteria. Furthermore, a study by (Zubaidi et al. (2021) utilized the TikTok application alongside the ADDIE model as a learning medium for Mahârah Al-kalâm (Arabic speaking skills) for university students, resulting in a product categorized as highly feasible. Additionally, research by Yuyun Asnawati and Sutiah Asnawati & Sutiah (2023) emphasized the use of the Canva application to develop animated video media utilizing the ADDIE model to enhance students' learning motivation; this study also received excellent assessment results from expert validators.

Based on a comparison with previous studies, earlier research predominantly focused on the use of presentation applications (PowerPoint), social media (TikTok), or graphic design platforms (Canva) for subjects such as Mathematics and Arabic, involving research subjects at the junior high school or university levels. Furthermore, these studies did not integrate the instructional materials into a single, independent website-based ecosystem. Consequently, a research gap exists, as there has been no development of interactive learning media specifically utilizing an independent website for the English subject, particularly focusing on Analytical Exposition Texts regarding Natural Disasters for 11th-grade vocational high school (SMK) students. This gap serves as the logical rationale for conducting this study to provide a comprehensive digital learning solution that is engaging and does not rely solely on conventional methods.

The novelty of this research lies in the resulting product, namely the DiLe (DisasterLearn) instructional media. DiLe offers an integrated approach wherein English learning materials (specifically Analytical Exposition Texts) are thematically combined with the issue of Natural Disasters and subsequently presented through an interactive website. This platform features texts, instructional videos, a writing feature (writing connection), automated quizzes, and a teacher panel for content management. This specific utilization of a website provides a novel flexibility of access across both mobile devices (mobile learning) and computers, effectively fostering a more independent and meaningful learning process for 11th-grade students at SMK Nusantara.

Based on the aforementioned background, this study aims to investigate students' responses to the development of the website-based DiLe (DisasterLearn) instructional media for the 11th-grade English subject at SMK Nusantara.

METHODS

The research methodology employed in this study is Research and Development (R&D). Research and Development (R&D) is a research method aimed at producing a specific product and testing its effectiveness. This research and development process yields effective media, materials, and technology through the stages of needs analysis, planning, development, testing, and evaluation (Yuliani & Banjarnahor, 2021). Furthermore, this study develops an English instructional media focusing on the "Natural Disasters-An Exposition" material, thereby making the learning process more engaging and capable of enhancing students' interest in learning (Sugiono, 2024).

This study utilizes the ADDIE model due to its structured and systematic stages, ensuring that the development process of the website-based DiLe (DisasterLearn) instructional media can be executed systematically. This process encompasses the phases of analysis, design, development, implementation, and evaluation, ultimately aiming to produce an effective and relevant media for learning the "Natural Disasters-An Exposition" material for 11th-grade students at SMK Nusantara.

The research and development procedures in this study are structured based on the ADDIE model. This model encompasses five stages (Analysis, Design, Development, Implementation, and Evaluation) which serve as a fundamental guideline in the instructional media development process (Hidayat & Nizar, 2021).

The subjects of this study are the 11th-grade students at SMK Nusantara. These students are involved in the trial phase to utilize the website-based DiLe (DisasterLearn) instructional media, after which they provide their feedback through a response questionnaire. This procedure allows the researcher to determine the practicality level of the developed media.

The data collection instrument utilized in this study is a questionnaire. The questionnaire is employed to obtain data regarding the quality and feasibility of the website-based DiLe (DisasterLearn) instructional media. These instruments are distributed to media experts, subject matter experts, and students in accordance with the specific stages of the research. The questionnaires for the media and subject matter experts are utilized to assess the feasibility of the media prior to its trial with students, whereas the student response questionnaire is administered to determine the practicality level of the media after it has been implemented in the learning process (Wijaya et al., 2025).

The data analysis techniques in this study employ media and material validation analysis, as well as an analysis of the instructional media's practicality. The assessment of media and material validity is conducted based on data obtained from the validation sheets completed by both media and subject matter experts (Sugiono, 2024). The assessment data from the validators are subsequently analyzed using a Likert scale with the following evaluation criteria table 1.

Table 1. Likert Scale

Description	Score
Excellent \ Highly Valid	4
Good \ Valid	3
Fair \ Less Valid	2
Poor \ Invalid	1

The data obtained from the validation results are subsequently processed to determine the validity level of the media. The calculation of this validity level is conducted using the following validity percentage formula:

Formula for calculating validity:

$$p = \frac{f}{N} X\ 100$$

Description:

p = Percentage score

f = Total score obtained

N = Maximum total score

After obtaining the scores from the validators, the average of the obtained scores is calculated. The resulting average is subsequently analyzed using the following formula:

$$V = \frac{V1 + V2}{2}$$

Description:

V = Combined validity

$V1$ = Validator 1

V2 = validator 1

The resulting validity percentage is subsequently matched against the assessment criteria to determine the feasibility level of the product. The criteria for the validity level are presented in the following table 2. Below this:

Table 2. The Resulting Validity Percentage

Criteria	Score Weight	Precentage Range (%)
Invalid	1	0-25%
Less Valid	2	26-50%
Valid	3	51-75%
Highly Valid	4	76-100%

Data regarding the practicality of the media were obtained through a response questionnaire completed by the students after utilizing the DiLe (DisasterLearn) instructional media. This questionnaire was employed to determine the practicality level of the media based on the students' experiences during the learning process. The questionnaire utilized a 5-point Likert scale, which can be seen in Table 3 as follows:

Table 3. Data Regarding the Practicality of The Media

Description	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Once all student response questionnaires have been collected, the obtained data are analyzed by calculating the percentage of the average scores. The results of this calculation are utilized to determine the practicality level of the instructional media using the following formula:

$$R = \left(\frac{\sum X}{N}\right) X\ 100\%$$

Description:

R = Response percentage

$\sum X$ = Total score obtained

N = Maximum total score

The percentage of the student response results is subsequently analyzed by referring to the established assessment criteria to determine the practicality level of the DiLe instructional media. These criteria can be seen in Table 4 as follows:

Table 4. The Percentage of the Student Response Results

Criteria	Score Weight	Percentage Range (%)
Highly Impractica	1	0%-20%
Impractical	2	21%-40%
Moderately Practical	3	41%-60%
Practical	4	61%-80%
Highly Practical	5	81%-100%

RESULTS

The Results of the Product Trial for the Development of the Website-Based DiLE (DisasterLearn) Instructional Media

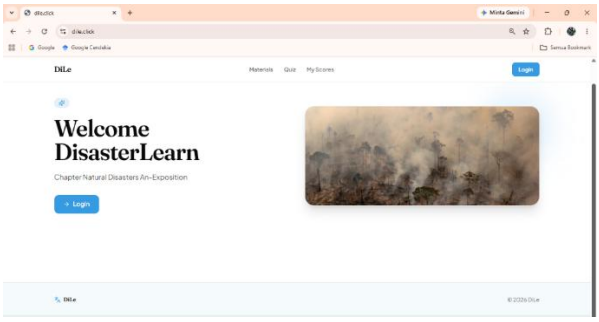
The development of the DiLe (DisasterLearn) instructional media was carried out in accordance with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) stages. The results of the phases conducted by the researcher in developing the instructional media are as follows:

Analysis Stage

After obtaining information from the interview with Mr. Achmad Sugianto, S.Pd., regarding the English subject, the researcher engaged in a discussion to seek solutions to the identified problems. The discussion concluded that there is a need for instructional media capable of supporting the learning process, ensuring it is not solely teacher-centered but also encourages students to learn actively and independently. Therefore, the researcher developed a website-based instructional media product focusing on the Analytical Exposition Text material.

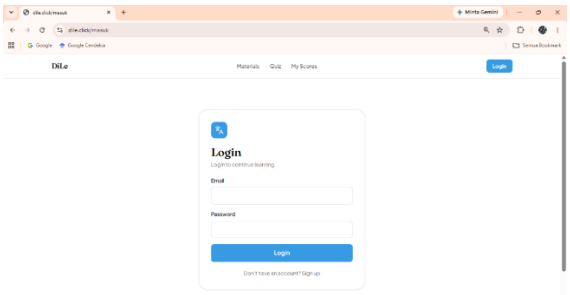
Design Stage

In the design phase, the researcher planned the instructional media to support the learning process in the English subject, specifically focusing on the Analytical Exposition material for 11th-grade students at SMK Nusantara. This aims to make the learning process more effective and efficient, as well as to enhance student learning outcomes. The instructional media comprises learning materials, quizzes, and educational videos; the outcome of this design is DiLe (DisasterLearn). The visual interface of the designed product is presented as follows:



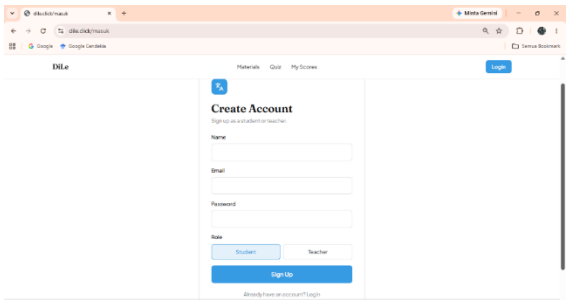
Picture 1. Homepage

Picture 1. illustrates the DiLe homepage, which displays the name of the media, DiLe, and a login button enabling users to access the website.



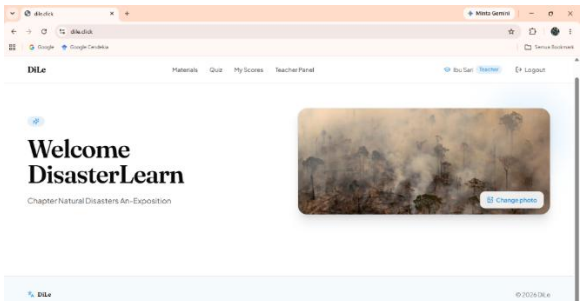
Picture 2. User Login Interface

This 2. Picture displays the user login page. If users do not yet have an account to log into the website, they can register through the sign-up menu.



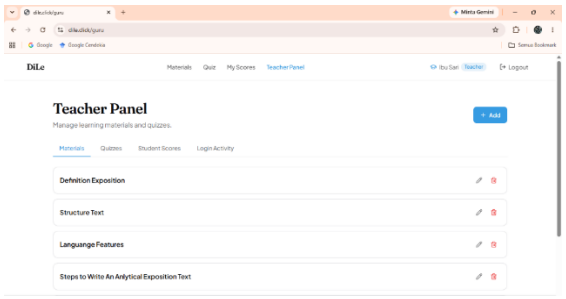
Picture 3. Account Creation Interface

This interface allows users to create an account by inputting their name, email address, and password, as well as selecting their role as either a Teacher or a Student.



Picture 4. Teacher's Initial Interface

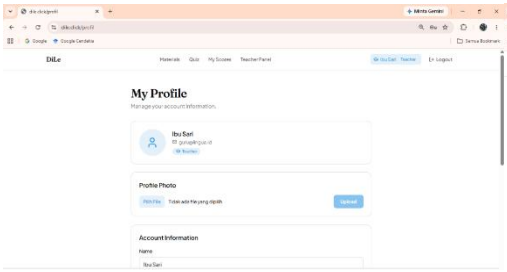
If the user selects the teacher role upon logging into the website, they will be directed to this interface, which displays the name of the media and the learning materials. Furthermore, it features a navigation bar consisting of the Materials, Quiz, and Teacher Panel menus.



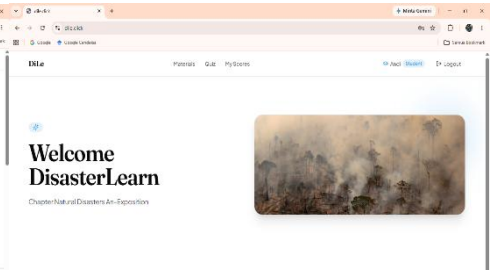
Picture 5. Teacher Panel Interface

In the Teacher Panel menu, teachers have the capability to add, edit, and delete learning materials and quizzes. Furthermore, they can view students' grades and monitor which users have logged into the instructional media.

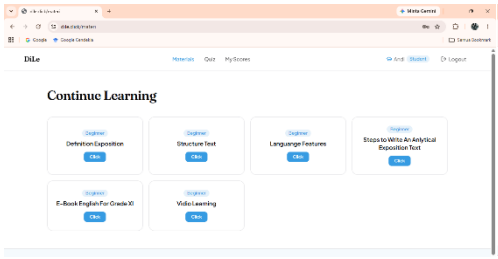
In this profile section, users can edit their personal information and upload a photograph. Upon successful login, students will be directed to this interface, which displays the name of the media, as well as the Materials, Quiz, and My Scores menus. Students can select the Quiz menu, which contains questions regarding the previously studied analytical exposition material, and their scores will be recorded automatically. The quiz consists of 5 multiple-choice questions (options A through D) as well as a writing quiz.



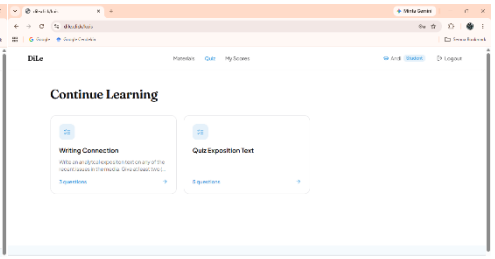
Picture 6. Profile Interface



Picture 7. Student Homepage



Picture 8. Materials Menu Interface



Tabel 9. Quiz Interface

Development Stage

During the development phase of the website-based DiLe instructional media, a validation process was conducted by media experts and subject matter experts. This validation activity aims to determine the feasibility level of the media prior to its use in the learning process.

Media Expert Validation

The first validator was Mr. Agus Sifaunajah, M. Kom., and the second validator was Ms. Nur Khafidhoh, M. Kom., both of whom are lecturers at Universitas KH. A. Wahab Hasbullah Tambakberas Jombang (UNWAHA). Based on the assessment results from the two media expert validators, it was found that the first validator awarded a percentage score of 85%, which is categorized as highly valid, while the second validator awarded a percentage score of 98%.

Based on the overall percentage scores obtained from the validation by the two media experts, Validator 1 awarded a score of 85% and Validator 2 awarded a score of 98%. The average overall percentage score from both media expert validators is 92%. Therefore, according to the validity criteria table, the DiLe (DisasterLearn) media is categorized as highly valid. Following the validation process, revisions were implemented to the media based on the critiques and suggestions provided by the validators. These revisions include applying justified text alignment and differentiating the homepage interfaces before and after user login.

Subject Matter Expert Validation

The subject matter expert validation was conducted by two competent validators in the field. The aspects evaluated during the validation process included material relevance, accuracy and depth of the material, presentation of the material, and the alignment of the presentation with the learning objectives. In addition to providing assessments, both validators also offered comments and suggestions as a basis for improvement to refine the developed materials.

The validation process was carried out by two English teachers at SMK Nusantara. The assessment results from both validators were subsequently utilized as a foundation for revising and enhancing the materials before the instructional media was tested on the students.

Based on the assessment results from the two media expert validators, it was found that the first validator awarded a percentage score of 95%, which is categorized as highly valid, while the second validator awarded a percentage score of 94%. Based on the overall percentage scores obtained from the validation by the two media experts, Validator 1 awarded a score of 85% and Validator 2 awarded a score of 98%. The average overall percentage score from the media expert validators is 92%. Consequently, based on the

validity criteria table, the DiLe (DisasterLearn) media is declared "highly valid." Following the validation process, revisions were implemented to the media based on the critiques and suggestions provided by the validators. These revisions include adding writing activities and providing example sentences for the mental verbs and internal conjunctions.

Implementation Stage

In this phase, the researcher conducted a product trial of the expert-validated DiLe media on 22 students of the eleventh-grade accounting class at SMK Nusantara Bogem Diwek Jombang. The trial commenced with an introduction to the DiLe media, followed by an explanation of how to access and utilize each available feature. Furthermore, the researcher presented the learning materials integrated into the media, demonstrated the navigable menus, and provided the students with the opportunity to operate the media directly.

Based on the observations conducted during the activity, the students appeared enthusiastic and pleased when utilizing the DiLe media. This was evidenced by their active participation in the learning process, their eagerness to explore every available feature, and the positive responses they exhibited throughout the instructional session.

Evaluation Stage

In the evaluation phase, the researcher evaluated the developed DiLe media to determine its feasibility. This evaluation was based on the validation results obtained from both the media experts and the subject matter experts. Subsequently, the researcher revised the media in accordance with the suggestions and feedback provided by the validators. Improvements were made to several components of the media to enhance its overall quality, improve its user-friendliness, and ensure its alignment with the learning objectives. Once all recommended improvements were implemented, the DiLe media was declared feasible for use in the educational learning process.

The calculation results of the instructional website's practicality percentage, obtained from the student response questionnaires during the product trial, indicated a score of 86%. Based on the practicality criteria, it can be concluded that the utilization of the website as an instructional media is categorized as highly practical.

DISCUSSION

The validation test results revealed that the DiLe (DisasterLearn) media obtained a percentage score of 92% from the media experts and 94% from the subject matter experts, indicating that the product is categorized as highly valid. During the implementation phase, the results of the student response questionnaires reached 86%, confirming that this instructional media is highly practical for use.

The significance of these findings is that the website-based media design—incorporating learning materials, quizzes, and video features regarding Analytical Exposition Text has proven effective in overcoming student fatigue associated with conventional (lecture-based) teaching methods. Furthermore, these results directly address the research problem and objectives by demonstrating that the ADDIE model successfully generated a valid instructional media that garnered enthusiastic responses from the students. Within the scientific context, these findings indicate that the integrated utilization of Mobile Learning is capable of transforming students from passive information receivers into active and independent learners.

The validity and practicality levels of the DiLe media align with previous studies conducted by Gulo & Harefa (2022) and Zubaidi et al. (2021), which similarly demonstrated that the utilization of digital media is capable of producing instructional media categorized as highly feasible (above 85%). However, this research offers a distinct contribution; whereas Gulo and Harefa focused on PowerPoint presentation media and Zubaidi et al. utilized the TikTok social media application, the present study specifically designed an independent microsite (website) platform. This distinction provides the advantage of feature centralization, allowing learning materials, videos, quizzes, and student score recording to be accessed within a single portal without the need to switch between applications. Furthermore, this confirms Wina Sanjaya's theory regarding the individual and motivational functions of instructional media, wherein the website interface has proven successful in accommodating students' learning needs according to their individual paces of comprehension.

Conceptually, this study enriches the literature on technology-based English language material development by utilizing the ADDIE framework. Practically, the presence of the DiLe media provides an operational solution for English teachers at SMK Nusantara to shift the learning paradigm from a teacher-centered approach to a student-centered approach.

Furthermore, the findings of this study have implications for school-level policies, enabling the institution to use these findings as a basis to legitimize the structured use of smartphones as supporting facilities for teaching and learning activities inside the classroom.

This study has limitations regarding the sample size and geographic scope, which are relatively small, involving only 22 eleventh-grade accounting students at SMK Nusantara Bogem Diwek Jombang during the implementation phase. Furthermore, the content scope remains very limited as it focuses solely on a single subject matter, namely the chapter on Natural Disasters Analytical Exposition Text. The evaluation in this study was also focused on testing validity from experts and practicality from users, without yet comprehensively examining the effectiveness of the media on improving learning outcomes or academic achievement. Therefore, future research is recommended to expand the trials to different classes and schools, enrich the variations of English learning materials, incorporate advanced interactivity such as educational games and discussion forums, and employ an experimental research design (e.g., involving pre-tests and post-tests) to measure the effectiveness of the media on improving students' academic scores.

CONCLUSION

Based on the research questions and objectives focusing on the development and practicality of the instructional media, the main findings indicate that the website-based DiLe (DisasterLearn) media for eleventh-grade English material was successfully developed through the systematic stages of the ADDIE model. Synthetically, the resulting product has met exceptionally high feasibility standards, as evidenced by validation scores of 92% from the media experts and 94% from the subject matter experts, placing it in the highly valid category. Furthermore, the implementation trial results demonstrated a positive response with a practicality level reaching 86%. These findings explicitly answer the research focus by demonstrating that the use of website-based media is capable of bridging the constraints of conventional classroom methods while providing an effective and practical integrated digital platform to support students' independent learning.

Theoretically, this study contributes to strengthening the literature regarding technology-based learning models (mobile learning and website-based learning) within the language subject cluster at the vocational education level. Methodologically, this study demonstrates the consistent and structured application of the ADDIE development model

stages in designing an interactive English learning microsite application. Practically, the findings of this study provide a tangible contribution to the educational field in the form of a ready-to-use media product (DiLe) that can be directly utilized by teachers and students to transform teaching patterns from a teacher-centered approach into interactive, student-centered learning.

Based on the limitations of the scope and the research findings, several concrete recommendations for future development are as follows: Future research is recommended to test the effectiveness of the DiLe media using an experimental design (such as a quasi-experiment with a pre-test and post-test control group design) to empirically measure the improvement in students' cognitive learning outcomes, rather than merely assessing the aspects of validity and practicality. Furthermore, product trials in future research should be conducted with a broader subject and school scope so that the generalizability of the media's practicality can be tested across more diverse student characteristics.

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