CHAPTER IV

RESULT AND DISCUSSION

This chapter will explain the details of the results of the Esphrasso website design project, from the process to the discussion of the effectiveness of using this website as a learning medium. The use of the ADDIE model during the design process, which follows the stages from analysis to evaluation, is also explained and demonstrates how the Esphrasso website can be effectively used to assist in learning reading comprehension. Feedback from expert validators and student respondents as website users is also required regarding the suitability of this website.

4.1 Results

The ADDIE model (Analyze, Develop, Design, Implement, Evaluation) served as the foundation for this project's development and was selected due to its relevance to the project's activity. The ADDIE model is relevant to this project since it is well-adapted and undergoes evaluation at each stage. Moreover, Tegeh and Kirna (2013) state that this model is among those that adhere to the standards for creating designs for appropriate and methodical learning. Similarly, the ADDIE model can be used to differentiate between different models, learning methodologies, media, and instructional materials, according to Aziz and Prasetya (2018). The project's output is an English learning website called "Esphrasso," which is designed to help people practice and become accustomed to working on reading comprehension questions in English with an emphasis on the CEFR A2 level. The practice questions it offers are similar to those found in the reading comprehension section of the TOEFL ITP. The language used in this website is basic English, and the website menu is user-friendly. Narrative stories, general knowledge, technology, history created utilizing online information sources, reference TOEFL ITP reading questions, and AI reference assistance in creating narrative stories are all included in the material of the Esphrasso website. Both academic and English vocabulary can be expanded by the tale content on this

website. This story content is at CEFR A2 level in English, proven by using the website readability test.

In making this product, the author uses a laptop to design the appearance of the website using the Canva Pro application, then uses the services of Next Gen to buy a domain and website hosting, after which the website will be created and hosted on the internet by the author's family. All contributed easily and efficiently to the design of this website product. Furthermore, the following is the flow in product design using the ADDIE model.

4.1.1 Analysis

The analysis stage is the initial step in the author's development of the ADDIE model, during which the author investigates needs based on students at Diponegoro University. The author's first step was researching the CEFR A2 level, which will serve as the reading level for the stories and questions on this website, as well as instances of reading comprehension questions found in the TOEFL ITP. Regarding the short story for reading comprehension questions, initially the criteria were narrative stories that have the moral messages, general knowledge, technology, social issues, history and culture, and then general knowledge that is also packaged in narrative stories that also have moral messages in them. Narrative stories as one of the criteria for the reading comprehension English learning website are additional reading material; the use of narrative story text, which actually does not exist in TOEFL ITP, becomes an additional criteria by the author on the pretext that narrative story text becomes opening reading material for reading material and easy questions, based on the systematic preparation of reading material and questions such as in TOEFL ITP reading comprehension. Then the addition of narrative story text is also the author's strategy in making Esphrasso website users start to be interested and be able to get used to reading, understanding reading, finding messages contained in reading, and being able to train to draw a conclusion from reading. This

is supported by the theory of Pujianti (2016), which states that narrative text is a text that presents a writing from the author's creation that contains a series of events that are not factual. Narrative story text becomes a medium that can encourage readers to be interested and entertain readers; besides that, narrative story text can provide knowledge, trigger creativity, and also provide knowledge stimulus based on moral messages conveyed in narrative stories.

Additionally, the overall criteria were chosen because the author's goal was not only to create a website product to practice questions and learn reading comprehension in English but also to expand vocabulary and take moral messages contained in the story. In addition, reading comprehension skills, as said by El Kassimi, A., & Jmila, B. (2024) and Sakina et al. (2013), in every reading comprehension process can help expand or acquire new vocabulary in English, intellectual development, and contribute to the development of comprehensive English competence. After the author conducted research related to the content of short stories for reading comprehension questions, the author continued research related to websites that are relevant for practicing and learning English, specifically in the form of reading comprehension; the author has selected and found 3 websites that can be used as references in designing the 'Esphrasso' website. The three websites were chosen as references related to reading comprehension practice questions based on their respective types and structures. By considering several criteria that play a role in the preparation of reading comprehension practice questions, the author hopes that this website can help students, especially from Diponegoro University, to be able to learn and practice working on reading comprehension questions, such as TOEFL ITP questions with a focus on CEFR A2 level.

Figure 4. 1 Reading Comprehension TOEFL ITP samples

Figure 4. 2 TOEFL ITP Reading Comprehension Questions Reference

Figure 4. 3 TOEFL ITP Preparation Test from Tryout.id

2. In paragraph 2, what does the author say about past theories of how the moai were transported from quarries to their resting places?

○ The theories claimed that that use of natural resources for transporting moai had devastating effects on the land and society.

○ The theories relied on evidence of log roadways that remained long after the Rapa Nui people had disappeared.

○ The theories were supported by oral accounts of the use of wood by the Rapa Nui peoples at the time the moai were constructed and transported.

○ The theories were based on inaccurate estimates of the amount of wood required to transport moai over long distances.

Paragraph 2 is marked with an arrow. →

8. In paragraph 4, what was the author's purpose of including a quote that the belief that the complexity of the human eye could have been formed by natural selection seems highly unlikely

○ To provide evidence that irreducibly complex systems exists

○ To prove that the natural selection contradicts the basis of Darwin's Theory of Evolution

○ To support that the natural selection contributes to the basis of Darwin's Theory of Evolution

○ To support the claim that natural selection is just a theory and difficult to prove

Figure 4. 4 TOEFL ITP Preparation Test from BestMyTest

From the three websites chosen, the author can see descriptions, strategies, and forms and types of questions in reading comprehension contained in these websites. Through several references and research, the author implements the form of multiple-choice questions as the content of practice questions, as in the TOEFL ITP test. According to Phillips (2008), descriptions and strategies in reading comprehension, where this section generally has 2 types of questions concerning comprehension and vocabulary questions (reading comprehension and vocabulary). It can be said that the strategies for doing reading comprehension are not fixed and waste time by reading instructions and texts in detail. The types of reading comprehension questions, according to Phillips (2008), are composed of multiple skills, including questions about the main idea (skill 1), stated details (skill 2), unstated details (skill 3), implied details (skill 4), and vocabulary in context (skill 5). The author can determine the purpose of using multiple-choice questions based on the analysis conducted through research. This is supported by Miller & Wheeler's (2003) theory that the TOEFL ITP test contains a variety of question types, particularly in reading comprehension, such as discussing reading topics, main ideas, reference questions, the text's purpose, true or false questions, conclusions, reading information questions, and vocabulary-based questions. Retrieved from the type of question that is divided into 3 labels, such as the first label or first-pass (easy), the second label or second-pass (medium), and the third label or third-pass (hard). These three labels are part of multiple-choice questions

that have their own types of questions consisting of first-pass, which consists of vocabulary, detail, and reference questions; then second-pass, which consists of main idea and conclusion questions; and finally third-pass, which consists of implied detail, except (NOT) questions.

With the implementation of question types for TOEFL ITP practice. Listed in appendices 4.1 and 4.2, the author takes reference questions from the official TOEFL website (https://www.ets.org/toefl/itp.html), which contains question types in the form of (from top to bottom) main idea questions, reference questions, and vocabulary questions. Then, in the second reference in Appendix 4.3, based on the TOEFL ITP practice website from tryout.id (https://tryout.id), taking references to the types of questions (from left to right), it stated detail questions and negative factual questions or EXCEPT/NOT. Furthermore, in Appendix 4.4, the author takes reference questions from the BestMyTest website (https://www.bestmytest.com/toefl), which contains question types, namely (from left to right) implied detail, stated detail, and (below) author's opinion questions.

In this analysis stage, the author also consulted to analyze the non-functional requirements for the Esphrasso website. These non-functional needs are carried out with the aim of knowing the specifications or limits of the use and capacity of the website. Through consultation from Nextgen regarding unlimited hosting capacity with sufficient bandwidth or access capacity to be used simultaneously. After the analysis and planning were completed, the author conducted testing and evaluation to determine the smoothness of the use of the Esphrasso website, as well as the reading of short stories that were in accordance with the application. The author obtained evaluation results that short story reading needs to be further developed in diverse content and not only limited to narrative stories, with the aim of (1) supporting educational activities and goals in improving general knowledge, (2) developing vocabulary capacity in English, and (3) improving reading comprehension skills.

4.1.2 Design

Furthermore, at the design stage in the ADDIE model, the author designs by determining and compiling readings according to the theme and structure of reading comprehension questions, which have previously been fulfilled in the identification or analysis stage in the ADDIE model. At this stage, determining and designing the reading theme for reading comprehension is one of the stages so that the preparation of the reading comprehension learning website can be in accordance with the characteristics of the TOEFL ITP exercise and the level or size of the language in accordance with the CEFR level A2 English proficiency level, and the design of question content based on the types of questions contained in reading comprehension can provide direction to students so that they can understand reading, capture and complete information from reading, expand vocabulary, and provide independent practice, as well as implementation of vocabulary application. The first step in designing reading themes and types of question structures is that the author drafts a flowchart of the design process.
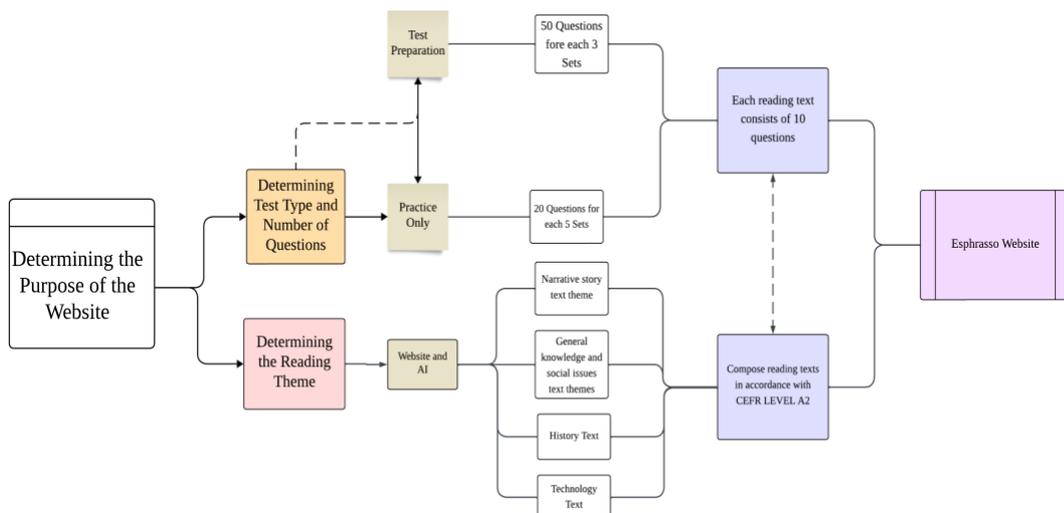

Diagram 4. 1 Design Framework of Reading Themes and Question Types

1. Determination and Design of Questions

The flow of content design on the Esphrasso website begins with an analysis to determine the type of questions on reading comprehension in TOEFL ITP. The types of questions determined for the Esphrasso website are adjusted to the standards based on TOEFL ITP questions after the author conducts the analysis stage in the ADDIE model. This question consists of 4 multiple choices from A to D, followed by reading content on every 10 questions in 1 set. The question types are listed below:

No	Question Types	Purpose	Examples
1.	Main Idea	Main idea questions ask you to find the overall topic or central focus of the passage. And expected to understand the general message.	"What is the main idea of the passage?"
2.	Stated Detail	Stated detail questions test your ability to find information that is clearly written in the passage.	"According to the passage, what happened when...?"
3.	Unstated Detail	These questions ask you to choose the option that is NOT mentioned in the passage. Sometimes they are phrased as "NOT true" or "NOT stated." They require careful checking of every answer.	"Which statement is NOT true according to the passage?"
4.	Implied Detail	Implied detail (or inference) questions ask you to find information that is not directly stated but can be understood from the context.	"What can be inferred from the passage?"
5.	Vocabulary	Vocabulary questions ask about the meaning of a word as used in the passage.	"What does the word 'preserve' most likely mean in the text?"
6.	True or False Information	You must decide whether a statement is correct or incorrect based on the passage.	"Which of the following statements is NOT true?" "Which one is correct based on the text?"
7.	Author's Opinion/Purpose	This question type checks whether you understand the author's attitude, opinion, or reason for writing the text.	"What is the author's purpose in writing this passage?"

Table 4. 1 Question type and structure according to the TOEFL ITP standard

The questions created for the Esphrasso website product are systematically designed based on the application of patterns from TOEFL ITP questions, with a gradation of question difficulty from easy questions at the beginning to more difficult questions at the end, which indicates that the context of question compilation on the Esphrasso website is not always emphasized at the CEFR A2 level. This gradation of questions is designed to follow the level of difficulty of the reading material, which is measured by using readability formulas of US grade level, namely Flesch-Kincaid scales. And then every set for each exercise type (practice test and test preparation) was subsequently established. The practice test in each set was chosen by the author; specifically, sets 1 to 3 contain a total of 20 questions. After the writer went through the evaluation phase with the thesis supervisor, the writer added two more sets of practice questions. Efficiency in completing practice questions was given priority while determining the quantity of questions for this test. There are answers and explanations for solutions in the practice test, which can aid students in learning and comprehending errors. The blueprint design used to create the reading material and practice questions on the Esphrasso website is shown in the following.

Figure 4. 5 The Answer and the Explanation When the answer is right

Figure 4. 6 The Answer and the Explanation When the answer is incorrect

In addition, the Esphrasso website's test preparation menu consists of three sets of 50 questions each, each determined by the author to help students improve their reading and answering skills. The questions are diverse and aligned with various standards, such as the TOEFL ITP reading comprehension standards. Because this menu is designed to train and measure student abilities, this test preparation does not include an explanation or answer key for students who answer incorrectly. Instead, it is equipped with a score once students have completed answering all of the questions in one of the sets, as shown in the example image below.
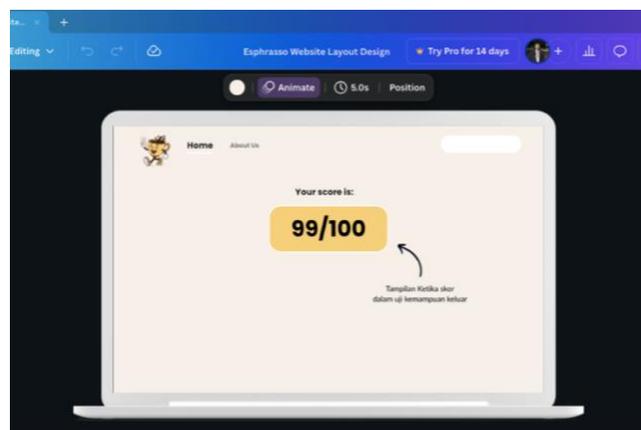

Figure 4. 7 Score Result in Test Preparation

2. Determination and Design of Reading Content

The author designs reading content for reading comprehension, with the determination based on the results of research and analysis at the previous stage in the ADDIE model. The author finds references to the theme of story content for reading comprehension through some content on

3 websites contained in the analysis stage. Themes that are taken as references include narrative text, general knowledge and social issues, history text, and technology. The author uses references from various websites based on theme design and AI tools like ChatGPT, DeepSeek, and QuillBot to create reading foundations, sentence paraphrases, and idea foundations for narrative stories. For the narrative story text, the author used references and assistance from the AI with prompts for example "*Buatlah teks cerita naratif sebagai referensi untuk reading comprehension dengan level CEFR A2, tentang kehilangan anak kucing,*" "*Tolong buat storytelling sebagai referensi untuk soal reading comprehension bahasa Inggris dengan tingkat CEFR A2, tema cerita liburan ke pantai.*" Based on the prompt, the result is a short narrative story that can be used as a reference and to build content for reading texts, with examples of results as shown in the following image:
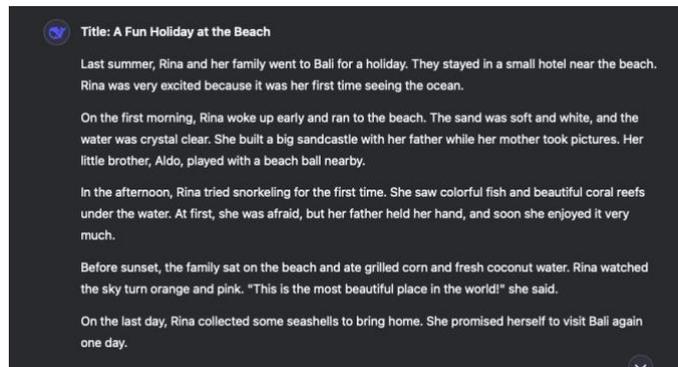

Figure 4. 8 The Prompt Result For One Of The Narrative Text Reference

The criteria for designing reading materials are determined by a systematic arrangement based on the TOEFL ITP. This structure organizes the design of reading materials from easy to more difficult levels, measured using a readability formula based on grade level measurements in the United States. This type of measurement is known as the Flesch-Kincaid Grade Level, which typically assesses the reading level of a text based on word complexity and text length (Readable, 2025). The difficulty gradation design would appear approximately from grade 4 which is Fairly easy to grade 12 which is difficult, measured by readability formulas.

Linguapress overall assessment	Flesch-Kincaid readability scores and levels	CEFR and Cambridge levels- IELTS
●	0-50 Very difficult (Higher education level)	C2 Mastery / Proficiency 8 - 9
●	50 - 60 Fairly difficult (11th or 12th grade - final years of high school)	C1 Advanced 7 - 8
◉	60 - 70 Plain English - should be easy to understand by students from 14 to 15 years upwards	B2 Upper intermediate - 6 - 7
●	70 - 80 Fairly easy - accessible to students aged 13 upwards	B1 intermediate - 4.5 - 6
●	80 - 90 Easy	A2 elementary - 3 - 4
●	90 - 100 Very easy :	A1 EFL beginners - 1 - 2

Figure 4. 9 Flesch Kincaid to CEFR Table by Linguapress

The word length criteria have been set to a range of 150 to 300 words. It is demonstrated using the readability formula website tool that the level of difficulty or readability corresponds to the analysis stage, namely the CEFR A2 level. The following are some instances of how the intended theme is used to create the reading content for reading comprehension:
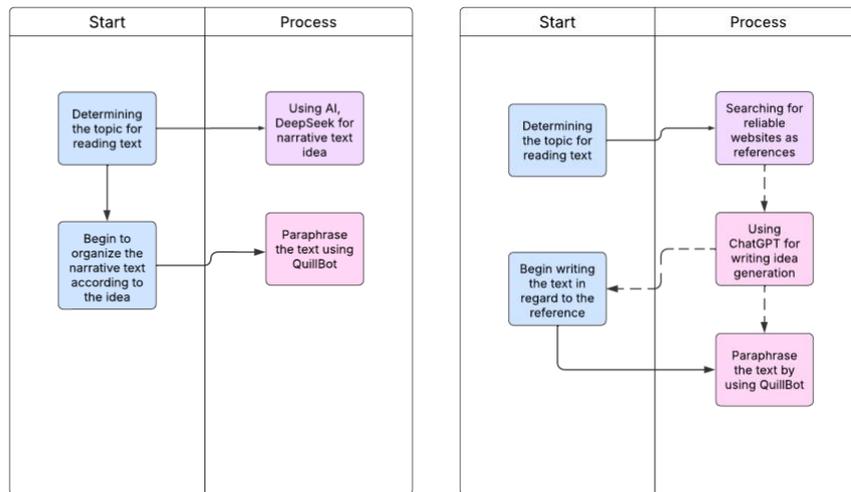

Diagram 4. 2 Narrative Text Writing Activity   Diagram 4. 3 Information Text Writing Activity

After everything was designed, both questions and story content for the Esphrasso website, then the author carried out the evaluation stage for the questions and reading content that had been designed. Based on the results of this design stage, it can be seen that the story reading content has a variety of themes and can train students to understand each reading, find information, and expand vocabulary, and reading comprehension practice

questions can train students to familiarize themselves with or adapt to reading questions consisting of various types in accordance with TOEFL ITP reading comprehension exercises. Thus, the design of reading passages and reading comprehension questions is in accordance with the analysis stage.

4.1.3 Development

The design step of the process involves creating story reading materials that are adequate for the CEFR A2 level and practice questions that align with the design of the TOEFL ITP questions. The next step in the ADDIE methodology is the development stage, which involves concretely applying the design from the design stage to English reading comprehension practice questions using online media. Making reading materials that were previously in line with the design at the design stage is where the development process begins. The CEFR A2 level of reading difficulty was taken into consideration when creating this reading material. The development of reading text content begins with creating text for the test preparation menu, created using Google Docs. In accordance with the theme design, the reading text content is created and arranged concretely, starting with narrative realistic fiction text, general knowledge, historical descriptive text, and technology text, created with the basis of the story from the website and the foundation arrangement using AI DeepSeek, as well as the paraphrasing process using QuillBot, where the author makes small modifications from the website source but still maintains the basic source of the website chosen as a reference.

Figure 4. 10 Narrative Text and Readability Result

Read the passage below carefully to answer the questions from number 11-20

A Healthy Lifestyle

A healthy lifestyle is essential for everyone. It helps your body stay strong and gives you more energy. Eating fruits and vegetables is one approach to maintaining good health. These foods include vitamins and can help your body fight disease.

Exercise is also an important **component** of a healthy lifestyle. Walking, running, or participating in sports helps to keep your heart and body active. You do not have to go to the gym every day. Just 30 minutes of movement can make an impact.

Sleep is also important. Children and teenagers require approximately 8 to 10 hours of sleep per night. A good night's sleep helps your brain rest and grow. People who do not get enough sleep may feel exhausted, irritable, or have difficulty concentrating.

Healthy practices such as hand washing, drinking water, and spending time outside are also beneficial. Small changes can make a big difference. If you take care of your body, it will care for you.

Figure 4. 11 General Knowledge Text and Readability Result

Figure 4. 12 Historical Descriptive Text and Readability Result

Read the passage below carefully to answer the questions from number 31-40

The Evolution of the iPhone

When Apple debuted the iPhone in 2007, it completely changed the smartphone market. It combined a phone, iPod, and internet device into one **sleek** product, making it a **game-changer** in the mobile world. The original iPhone was the first phone to use a touch screen interface, but it also had a 3.5-inch screen, a 2-megapixel camera, and no App Store.

As the years passed, Apple **continuously** improved the iPhone with newer models and advanced technology. The iPhone 3G introduced 3G connectivity, allowing faster internet speeds. The iPhone 4 featured a new design with a glass front and back, along with the introduction of the high-definition Retina display. Released in 2012, the iPhone 5 featured a bigger 4-inch screen and the Lightning connector.

In 2017, Apple launched the iPhone X, which added the Home button and introduced Face ID for facial recognition. The iPhone 12, announced in 2020, was the first iPhone to feature 5G connectivity, resulting in quicker download rates and improved overall performance. As of today, the iPhone continues to evolve with innovations in camera technology, battery life, and user experience.

Figure 4. 13 Technology Text and Readability Result

When the reading content has been designed concretely, like TOEFL ITP reading comprehension questions through several stages above, up to adjustments in readability, the author continues to design practice questions. The practice questions for this website are designed with the application of the appropriate question types in Table 4.1 using the same Google Docs in designing the story content.

Diagram 4. 4 Sample Question Design in Test Preparation

After the questions have been prepared, the author conducts an evaluation stage through the supervisor as a revision so that the final result of the preparation of exercise questions for the Esphrasso website becomes more structured from easy questions to difficult questions, not limited to the content of reading stories. Then the material for the Esphrasso website begins to materialize into a website by using the base of XAMPP. According to Yunita (2022), a local web server is run by the software called XAMPP. In general terms, XAMPP functions as a container or web server that can be accessed through the system on a computer. With this, developers can test, compile, or design web content structures to be launched to the internet.

4.1.4 Implementation

In the implementation stage for the Esphrasso website, the author took steps in validation testing and product effectiveness. This series of product validation tests involved expert validators who were final project supervisors who could provide critical views related to the feasibility and effectiveness tests for the suitability of reading content and questions as well as products. Then the author also involved Diponegoro University students from non-English study programs, who were decided to measure effective and feasible use as a learning website and TOEFL ITP English reading

comprehension exercises. Product validation conducted by the supervisor is a process to evaluate the reading content, quality, and types of questions by ensuring that the readings and questions contained in the website are feasible and suitable for this product to learn English reading comprehension exercises as in TOEFL ITP. Meanwhile, the product test through Diponegoro University students of the non-English study program was carried out by reaching 30 respondents. From the trial, it was carried out in order to find out the size of how feasible the content on the website was as a medium to help learn and practice reading comprehension for TOEFL ITP.

1. Product Validity Aspects

This validation contains information about the website, reading content, and questions that are carried out through filling in the form of an assessment questionnaire by the supervisor as a product validator. The assessment questionnaire covers several aspects, such as the quality of the content contained on the Esphrasso website, ease of use, and interface appearance. In the questionnaire there is an assessment scale in the form of a score from 1 to 4, which means that number 1 means "strongly disagree" or "not good," number 2 indicates "less good," number 3 means "good," and number 4 means "very good." The product validation process was carried out by Sir Aditya Nur Patria, S.Hum., M.App.Ling., who is a validator as well as an applied foreign language supervisor from Diponegoro University who assesses the suitability and feasibility of the content in the reading and practice questions that are suitable for practice and independent learning in English reading comprehension.

2. User Trial Aspects

In terms of user trials, this aspect is part of the evaluation process in the design of the Esphrasso website, with trials conducted to test and

obtain feedback on the product. These trials tested the reading content, exercises, ease of use, and suitability of the Esphrasso website as a learning aid for reading comprehension. This user trial was conducted by involving respondents as users of the Esphrasso website, consisting of Diponegoro University students of non-English study programs. This trial was conducted to collect further responses and feedback on the reading content and practice questions contained in the Esphrasso website, as well as the ease of use of the website, and to give an impression of a website that is suitable for learning and practicing TOEFL ITP reading comprehension independently.

Through this action, it is expected to maintain consistency as an evaluation of a website for learning TOEFL ITP reading comprehension exercises at the CEFR A2 level to help Diponegoro University students. The respondent data obtained amounted to 30 people, and it was found that the respondents consisted of students of the Business Administration and Public Administration study programs, which both amounted to 1 person; Agribusiness, 1 person; Social Anthropology, 1 person; Applied Foreign Language (Japanese concentration), 6 people; Islamic Economics, 1 person; Information and Public Relations, 7 people; Logistics Management and Administration, 3 people; Psychology, 1 person; Computer Engineering, 1 person; Environmental Engineering, 1 person; Civil Engineering and Architecture, 2 people; and finally Industrial Chemical Engineering Technology, 3 people.
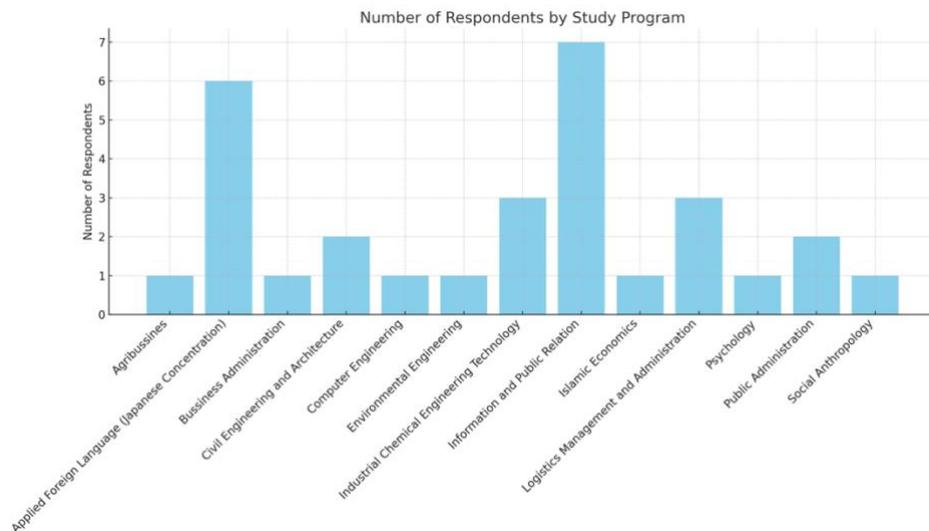
Diagram 4. 5 Chart of Respondent Study Program

This trial process was carried out through the distribution of a trial questionnaire about the Esphrasso website in the form of a Google Form and the website link contained therein. The distribution of this questionnaire was done online through social media such as Instagram and then messages through WhatsApp. This method is an effective way of user testing and getting valuable responses while using the Esphrasso website as a learning medium for English reading comprehension exercises. The flow of user testing by respondents begins with filling out an agreement about data collection, then filling in identity or personal data consisting of student name, age, institution and study program, batch, English competency certificate that has been followed, and score results. After filling in the data, the user is ensured to access the Esphrasso website before answering the questions contained in the form. Then the respondent will be directed to fill out a questionnaire consisting of several aspects of assessment, such as website aspects, which amount to 7 parameters; content (reading text and questions), which amounts to 5 parameters; language contained on the website, which amounts to 5 parameters; and website benefits, which amount to 7 parameters; with each assessment indicator consisting of strongly agree, agree, disagree, and strongly disagree. The questionnaire data is calculated using the formula, as in the description of Figure 3.1. The

following are the results of Diponegoro University student respondents of non-English study programs.

Table 4. 2 Table of Esphrasso Website Usage Test Results

Respondent	Total of Aspect 1	Total of Aspect 2	Total of Aspect 3	Total of Aspect 4	Total	Max Score	Percentage
R1	24	17	15	23	79	96	82.3%
R2	22	14	15	21	72	96	75.0%
R3	23	16	15	22	76	96	79.2%
R4	21	15	15	21	72	96	75.0%
R5	27	18	16	27	88	96	91.7%
R6	28	20	20	28	96	96	100.0%
R7	27	18	20	28	93	96	96.9%
R8	27	19	19	28	93	96	96.9%
R9	20	13	15	21	69	96	71.9%
R10	28	20	19	28	95	96	99.0%
R11	19	15	15	21	70	96	72.9%
R12	22	17	15	21	75	96	78.1%
R13	23	16	18	20	77	96	80.2%
R14	25	16	16	22	79	96	82.3%
R15	28	17	19	28	92	96	95.8%
R16	25	19	19	26	89	96	92.7%
R17	28	20	20	26	94	96	97.9%

R18	28	18	19	28	93	96	96.9%
R19	26	18	19	25	88	96	91.7%
R20	28	20	18	26	92	96	95.8%
R21	15	13	15	21	64	96	66.7%
R22	27	18	19	26	90	96	93.8%
R23	21	15	14	21	71	96	74.0%
R24	21	17	15	24	77	96	80.2%
R25	27	17	18	25	87	96	90.6%
R26	25	16	18	26	85	96	88.5%
R27	19	15	14	21	69	96	71.9%
R28	21	15	15	21	72	96	75.0%
R29	23	15	15	21	74	96	77.1%
R30	28	20	20	28	96	96	100.0%

Table 4. 3 Feasibility Test Result Table Categorized by Aspect

No	Assessment Aspects	Score	Ideal Score	Percentage of Feasibility
1	Website Success	726	840	84.4%
2	Content (Reading and Questions) Assessment	507	600	84.5%
3	Language Assessment	510	600	85.0%
4	Benefit	724	840	86.2%
	Total Average			85.0%

From Table 4.2 above, which is a table of results from testing on each user, in the context of Diponegoro University students of non-English study programs, which has the highest percentage at 100% and the lowest at 66.7%. From the results of table 4.3, the results of the feasibility test by

respondents as users of the Esphrasso website, namely on the aspect of website success, or smooth access, suitability, and ease of use, with a total score of 726 out of an ideal score of 840 and a percentage result of 84.4%, this means that in terms of website success, it is classified as 'very feasible.' Followed by the aspect of reading content and questions with a score of 507 out of an ideal score of 600, which has a percentage result of 84.5%, which means that the reading content and questions are 'very suitable' or 'very feasible.' In terms of language presentation, this website scored 510 out of an ideal score of 600, with a percentage of 85.0%, which means 'very feasible.' And finally, in terms of the usefulness of the Esphrasso website, it scored 724 out of an ideal score of 840, with a percentage of 86.2%, which is also included in the 'very feasible' category. It can be concluded that the results of the assessment of the average score and percentage of feasibility show the Esphrasso website is considered 'very feasible' and suitable as a website for learning TOEFL ITP English reading comprehension exercises.

4.1.5 Evaluation

Formative evaluation was used in the development of the Esphrasso website using the ADDIE model. The author chose to apply formative evaluation because of its suitability for the process of designing learning media, where each stage involves evaluation to ensure the suitability and feasibility of the product, as well as the use of respondents for data collection in the website usability test results. The author used the formative evaluation stage, beginning with evaluating the content of reading materials for reading comprehension questions. It can be concluded from the evaluation results at several previous stages that previously, in terms of reading content for reading comprehension, most of it still consisted of narrative stories, while in terms of practice questions, it still did not apply questions that were in accordance with the standard types of reading comprehension questions on the TOEFL ITP, which could provide practice and learning independently.

Then, after the author conducted the formative evaluation stage, revisions were made in the application of reading materials with the use of narrative stories only at the initial level, namely the easy level, then to a more difficult level, where the topics discussed were various general knowledge, history, culture, etc. Furthermore, based on the structure and types of questions designed by the author, an evaluation was conducted through the opinions of the supervising lecturer, who noted that the structure and types of questions were not yet aligned with those in reading comprehension. Revisions were subsequently made, with systematic adjustments to the practice questions, similar to those in reading comprehension and the TOEFL ITP. In the evaluation stage, after adjustments were made in several aspects, the implementation in the evaluation stage was compiled and realized into the Esphrasso reading comprehension learning media platform. In the final stage, after the testing by validators and students, it was declared that the website had been tested as "highly feasible" and received a positive response.

4.2 Discussion

This project is a product derived from innovation in the development of learning media through websites, one of which is English. Especially since English is one of the most important languages to learn and is the number 1 language in position as an international language. It has several types of official certification, one of which is the context in this project, namely the official TOEFL ITP English certificate, which is also one of the proofs of English language ability and a graduation requirement based on academic regulations from Diponegoro University for the Applied Bachelor education program (Rector's Regulation No. 22 of 2024) and Undergraduate education (Rector's Regulation No. 7 of 2024; Rector's Regulation No. 4 of 2020) (Diponegoro University, 2020, 2024a, 2024b).

In addition, this website development project was developed by considering the needs and challenges in learning English, especially when they are faced with reading comprehension questions on the TOEFL ITP. This website is designed to

assist Diponegoro University students in learning and practicing independently, getting used to working on reading comprehension questions through interactive features such as practice questions that have answer keys and explanations of how to answer below, multiple choice, and leveled reading texts. From the test results through respondents as website users, the results show that the features and content contained on the Esphrasso website are appropriate as a website for self-study reading comprehension exercises. Proven by the qualification results of 'very feasible' with a total average percentage of 85.0% and practice questions that are in line with TOEFL ITP and equipped with feedback in the form of answers and explanations.

According to the collected feedback distributed through questionnaires to non-English major students of Diponegoro University, the Esphrasso website received overall responses of highly positive. The respondents as the users appreciated the website from several aspects as follows: the relevance of the TOEFL ITP reading comprehension systematic format of questions, reading materials, and the incorporation of immediate explanation and answers for the practice questions. Most respondents highly agree in utilizing the Esphrasso website as one of the intermediaries to learn and practice reading comprehension, which could develop especially the skills of understanding main ideas, vocabulary, finding information, and drawing conclusions from the reading texts.

The name Esphrasso By discussing the statement of the problems and designing this Esphrasso website project, it is used to respond to or be motivated by personal input from several non-English study program students of Diponegoro University that the TOEFL ITP test has its own challenges, especially in the reading comprehension section, which is vulnerable to having a level of focus in familiarizing and understanding information on reading comprehension, with several factors such as limited vocabulary and the level of complexity of reading texts, especially the pressure of working time. The supporting indication for the Esphrasso website to be suitable to aid self-learning was derived from the several respondents assessments in regard to the website's interactive features, flexibility, easy access, and also self-paced learning format that made it easier for the students

to learn. Nevertheless, some suggestions are needed for the development of a variety of reading material themes and possibly progress tracking. Broadly speaking, the feedback can be utilized as the supporting foundation, feasibility, and pedagogical efficacy for Esphrasso as a self-taught learning tool.

This media is made through several stages, such as the analysis stage carried out on the types and forms of questions commonly found in TOEFL ITP reading comprehension. From the analysis and evaluation stage, the author compiled the practice questions in stages from easy to more complex difficulty levels. This approach is intended so that students can improve their ability to understand the meaning of reading, draw overall conclusions, and master the ability to process information on verbal application (Somadoyo, 2011). This is also in line with the opinion of Widyastuti (2021) that learning independently through internet access can make students challenged to explore various learning resources and practice questions that can be done at any time, because they are not limited by time and can set the tempo of learning according to their individual capacity. In addition, this website can also be a tool for learning, from the features on the practice test menu that provide feedback in the form of answers and explanations of how to answer. With this feature, users are not just doing questions but can use the Esphrasso website as a means of improving mastery strategies in reading comprehension.

This website was created by responding to the results of design and previous research from As'ary et al. (2022) from Makassar Aviation Polytechnic, who designed a website-based English learning media, 'Gamal Station,' with features and a focus on four aspects of English, namely listening, speaking, reading, and writing. However, it is known that in their research, the design of an English learning website does not have media that focuses on specific provisions or CEFR focus levels and types of reading questions such as the TOEFL ITP. And also the context of application of the function is limited, namely for hybrid learning in polytechnics. Although Esphrasso's website is different and only refers to 1 aspect of English learning, namely reading comprehension, Esphrasso's product can freely become an independent and effective learning medium by focusing on the CEFR A2 level, and the research design between Esphrasso's project and Gamal Station

by Makassar Aviation Polytechnic has similarities in the aspect of the usefulness of website design as an improvement in the quality of English learning by utilizing the internet through the website; then the learning features are quite interactive and can increase motivation and flexible access to learning.

Furthermore, Novika (2025) in the SimDif application also provides theoretical explanations for learning through simulated exercises, equipped with interactive features such as using quiz elements and structured content. The SimDif application also takes the basis of text reading material from the website but functions as reading material directly, and the SimDif application becomes a medium for independent learning. In contrast to the previous research, the difference in SimDif lies in interactive quizzes that use external links or applications such as Google Forms and Quizziz, and this website serves as a medium for teachers to assist in the implementation of English learning and practice.

It can be concluded that from the two studies on the development of English learning media through websites, there is a gap that is quite visible from the two products: English learning is not developed for open products, both are classified as hybrid learning media, and also the content design is not focused specifically on 1 goal, such as CEFR level and reading comprehension. In order to fill the gap in the two studies of English learning media development, unlike the previous studies, the Esphrasso website was created by prioritizing the focus of reading comprehension learning exercises with CEFR A2 level and was made based on collection data and trials from Diponegoro University students of non-English study programs as respondents using questionnaire instruments to collect data. Based on this data collection, the author can choose and determine the focus of making a start by conducting research related to the types and systematics of questions contained in reading comprehension based on TOEFL ITP. Then the author develops story-reading content with references based on several websites as a source of information and assistance by using AI in the preparation of narrative stories.

The rest of the Esphrasso website project is a product designed to help learn English reading comprehension exercises and is used as a response to the gap from previous research. The author tries to combine a learning website that can be used

for self-learning and practice needs with a specific focus on reading comprehension and a student-friendly website that provides interactive features such as quizzes and explanations as a medium that is expected to help the development of English language skills in reading comprehension, broadening insights, and increasing vocabulary.