Developing Interactive Learning Media for Narrative Texts at SMK

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Abstrak

Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif teks naratif di SMK Telkom Pekanbaru dan untuk mengetahui validitas media pembelajaran interaktif teks naratif siswa kelas X SMK Telkom Pekanbaru. Penelitian ini menggunakan metode penelitian dan pengembangan. Pengembangan ini menggunakan jenis penelitian model ADDIE. Teknik analisis data dalam penelitian ini menggunakan angket analisis kebutuhan dan angket expert judgement oleh ahli materi dan ahli media. Hasil penelitian menunjukkan bahwa rentang rerata yang diperoleh dari ahli materi adalah 4,3 selanjutnya dari ahli media adalah 4,4. Skor tersebut termasuk dalam kategori "sangat baik". Hasil penelitian menunjukkan bahwa media pembelajaran interaktif layak digunakan untuk siswa kelas X SMK TELKOM Pekanbaru. Penggunaan media pembelajaran interaktif telah memotivasi dan membantu siswa dalam proses pembelajaran khususnya dalam membaca teks naratif. Siswa dapat belajar mandiri dengan cara yang menyenangkan. Siswa tidak lagi merasa bosan dalam proses belajar membaca.
Kata Kunci: Media Pembelajaran Interaktif, Membaca, ADDIE

Abstract

The objective of this research is to develop interactive learning media for narrative texts at SMK Telkom Pekanbaru and to know the validity of interactive learning media for narratives at SMK Telkom Pekanbaru. This research used the research and development method. This development used type of research is the ADDIE model. The data analysis technique in this research used a needs analysis questionnaire and expert judgment questionnaire by material experts and media experts. The result of the research shows that the range of mean obtained from the material expert is 4.3 meanwhile from the media expert is 4.4. They fall into the "very good" category. The result indicates that the interactive learning media is appropriate to be used for the 10th Grade Students of SMK TELKOM Pekanbaru. The use of interactive learning media has motivated and helped students in the learning process, especially in reading narrative texts. Students can learn independently in a fun way. They no longer feel bored in the process of learning to read.
Keywords: Interactive learning media, reading, ADDIE

INTRODUCTION

In era of scientific development and technology, language is very influential element and plays a significant role in daily life of humanity (Nuraeni, 2014). message passed on as articulation as a specialized device in specific circumstances in different activities (Noermanzah, 2017). From this statement, it means that each language is utilized as a communication tool. Someone uses language to express their thoughts, desires, or feelings about something. English is officially designated as an international language in communication (Nuraeni, 2014). Therefore, English is a very important language to be learned in many countries and has become one of the compulsory subjects in schools.

In learning English, there are several skills that must be considered and learned in order to master the language well namely listening, reading, speaking, and writing. These four skills are the interaction capital of students in everyday life (Diliana et al., 2021). Knowledge can be obtained from various activities, one of which is through reading (Alpian & Yatri, 2022). Reading is a technique of communicating in written language in the form of sentence (Ismail et al., 2017). In reading activities, a person tries to capture all the correct information in writing so that he can increase his knowledge. In other words, reading can be one way to make people smart and broad-minded. The main goal of every reader is to understand all the information contained in the reading text so that it can be a provision of knowledge (intellectual development) for the future of the reader itself (Patiung, 2016). Reading is an activity that cannot be separated from listening, speaking, and writing. When reading text, a good reader will understand the material he reads. In addition, the reader is also able to convey the results of reading it both orally and in writing. So, reading is a language skill that is related to other language skills (Mardiani et al., 2018).

In instructing and acquiring reading, the learners should be able to master not only the meaning but also the context and the function of the text and of course the purpose of the writer. Reading an English text is dissimilar by Indonesian text since learners need to comprehend structure, grammatical sentences, word meanings, etc (Fitriana, 2022). Reading is a language ability that is connected with other language abilities (Ambarita et al., 2021). If the student reading skill is not good, the students will have more difficulties in learning other skills in English such as listening, speaking and writing. The teacher have responsibility to help and motivated the students to achieve reading skill and become good reader. One thing that the teacher can do to overcome the problem is to use the appropriated learning media.

Teaching and learning process at school will be balanced and successful if it is equipped with appropriate and attractive teaching facilities such as learning media used by teachers. the learning objectives in learning process can be achieved by using supporting facilities such as learning media (Puspitarini et al., 2019). Teachers are facilitators who play an important role in providing facilities to support the learning process, are expected to be able to make strategies and be more creative so that they can make varied learning media as needed (Novita & Harahap, 2020). Everything that is used to convey information in learning activities is called learning media(Ardianti & Susanti, 2022). The teacher uses the media as an intermediary in conveying the material so that it can be understood by students well (Wahyuningtyas & Sulasmono, 2020). Interesting media can support students' understanding and motivate students during the teaching and learning process. To create interesting media, teacher must prepare the form of the media. Currently, learning media does not have to be in the form of hardware like modules or books but can also be in the form of software such as interactive learning media in the form applications. The application is one of the interactive learning media that can display material in the form of text, images, audio, video and etc. Many people study and understand the material well not only with the help of words but can understand it by combining words, pictures and audio (Al-Hariri & Al-Hattami, 2017). So it takes innovation and variation in the manufacture of learning media.

Learning media which interactive is media that are designed with control buttons to respond the users quickly as if the media provide interaction to users. The user could specify what to do for the following paces such as choosing the material to learn or to provide feedback on user choices (Eliza et al., 2019). Applying interactive learning media in the studying activities is very useful. It can build teaching and learning process more interesting, effective, and efficient. Students can study anywhere and anytime. It also can stimulate the cognitive and psychomotor side of students so they are able to solve learning problems with their abilities.

Based on the 2013 curriculum, the guidelines for teaching and learning reading are contained in the core competencies and basic competencies issued by the authorities. One of the reading text that will be studied by the tenth-grade learners of Vocational High School is narrative text. It is a text that depicts a story, in performing so and to entertain the reader (Anderson & Anderson, 2003). It has characters, settings, and actions. Characters, setting and narrative text problems will usually be introduced at the beginning of the story. The problem is reaching the climax in the middle of the story. While the solution to the problem is at the end of the story. The type of narrative text that the tenth-grade students of Vocational High School will be learn is legend. Legend can be in the form or long or short stories. The teacher should have the appropriate way to educate reading narrative text because the most of the student s were indicated to be bored and lazy to read English.

Based on the results of observations at SMK TELKOM Pekanbaru, it is known that there are assorted obstacles in teaching and studying process of English reading. The obstacles felt by teachers include the limitations of supporting facilities for the use of reading media in learning sort of the insufficiency of student handbooks, computers and projectors to assist teachers in explaining or displaying material during the learning process. Then, The lack of development of creative, simple and interesting technology-based learning media, besides that the teacher is also still the center of learning so that students are still less active.

In addition, the researchers also found several problems in reading skill faced by the students. These problems include the students' reading skill was considerable low. The language dissimilarity betwixt English and their everyday language makes it unfavorable for them to comprehend texts in English. They are quite having trouble finding the main idea of the text. In addition, learners' vocabulary mastery is relatively low. It makes it unfavorable for them to acquire information and accumulate data from the text. Then, the learners also have less motivation in reading the long text. It is because they feel hard in determining the main ideas and supporting details of the text.

In view of the analysis that have been explained above, the writer feels the need to develop learning media to teach reading. The researcher chose to develop interactive learning media as one of the innovative learning tools that can help teachers and students in the studying and teaching activities. Interactive learning media could be an elective way that gave alluring and modern materials. Besides that, interactive learning media is one of the learning media that involves technology in its development and operation. The development of learning media by involving technology is one of the importunities of the industrial revolution 4.0 on the world of teaching. The world of education must respond to all technological sophistication in the era of revolution 4.0 as a challenge and opportunity for better education (Trisna, 2019). To face the era of the industrial revolution 4.0, education is needed that can form creative and innovative generations, and this can be accomplished by advancing the utilization of innovation as instructive guides, for example, learning media as one of the offices in the educating and growing experience as most would consider to be normal to deliver yield that can stay aware of or improving the times (Lase, 2019). The world of teaching is expected to stay aware of rapidly creating innovative turns of events and gathering data and communication innovation as an increasingly cultivated means to clear the way for the studying activities.

Many studies have proven that the use of interactive learning media is very useful in the learning process. Based on the research of Maarif (2021) entitled "Developing Interactive Learning Media for 8thgrade Students of Junior High School" show that the English interactive learning media was feasible to be

used in the learning process. This can make students feels happy and interested in learning. Furthermore, research conducted by Siregar et al., (2020) with the title "The Development of Interactive Media Assisted by Macromedia Flash to Improve the Ability of Understanding the Fiction Story Information in Elementary School Students", shows that the product of the research can improve student learning outcomes. All aspects of media assessment are in the very good category with the results of student questionnaires on extensive trials showing the feasibility of 4.44. The students can more easily understand the text of the story when using interactive learning media. Then, the research conducted by Zahara & Jupri (2022) with the title "The Effect of Microsoft PowerPoint Interactive Learning Media Application on Reading Comprehension Skills of 3rd Grade Elementary School Students for Indonesian Language Subjects". The results of the study stated that there was a significant difference between the use of conventional media and interactive learning media in improving students' reading skills. This can be seen from the comparison of research results which show the value of tcount > ttable, which is 3.7.582 > 2.003. The use of interactive learning media is more influential to improve students' reading comprehension skills. In addition, Sari (2018) has also conducted research with the title "Interactive Multimedia in Teaching Reading". The results of this study indicate that the use of t-test is higher than t-table at 5% significance level with 46 degrees of freedom (4.325 > 2.02). The students who learn by using interactive multimedia have very good reading achievement than those who do not use interactive multimedia.

Based on the results of several studies that have been presented, it can be concluded that the use of interactive learning media is very influential in the process of learning to read, especially to improve students' reading skills. This is because the use of media will involve students actively in the learning process to develop their thinking skills so that student learning outcomes will increase. The researcher chose to develop interactive learning media for narrative text with focus skill is reading. The product developed is an interactive learning media in the form of an application that can be used by students independently. This is expected to be a new innovation in the world of education, especially the development of learning media.

METHOD

Research and development (R&D) were employed in this inquiry. The goal of Research and development method (R&D) is to develop new products or complement an existing product. This research procedure adapting ADDIE model of development. The development model consist of five stage that include analysis, design, development, implementation, and evaluation. Nevertheless, in this inquiry, the researcher only conveyed out until the third stage, which included analysis, design, and development. It means the researcher only designs or develop interactive learning media in teaching reading Narrative Text. Developing procedure of interactive learning media to instruct narrative text in reading for the 10th grade students of SMK TELKOM Pekanbaru consist of three stage as describe in picture 1.
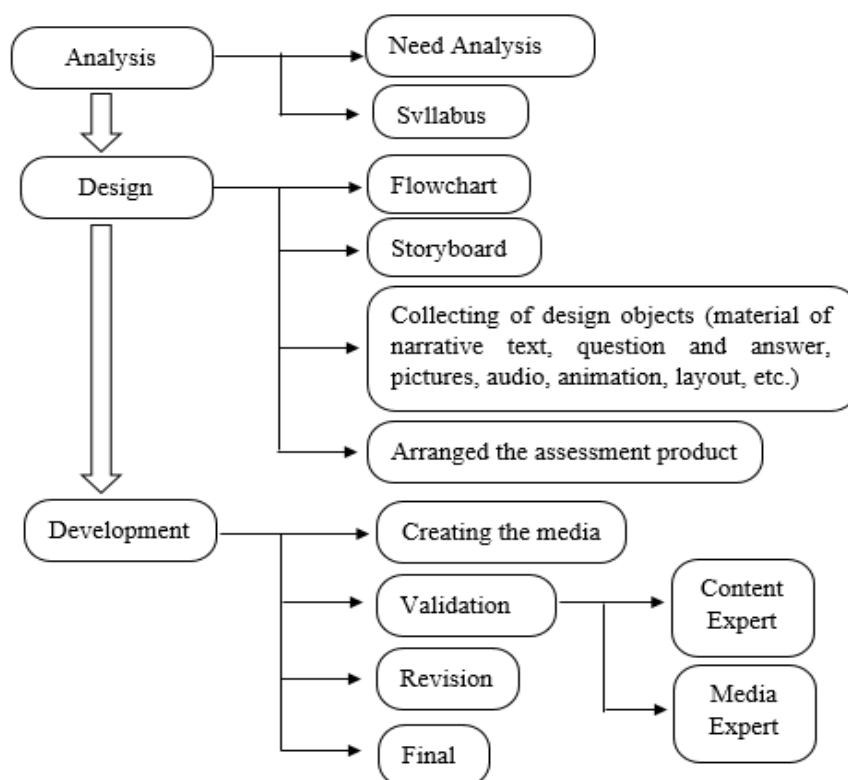
Picture 1. Steps in the Research

First, in analysis stage, the researcher conducted the data of needs analysis and syllabus analysis. The data collected is then used as a reference for designing the product. Second, in design stage, there was the process of designing the flowchart, storyboard, collecting of design objects and arrange the assessment product. Third, development stage, the researcher creating the product based on the storyboard of the product that has been designed. Then, after the product was developed, it was assessed by material expert and media experts. The researcher evaluates and revise the product based on advice or suggestions from material expert, media expert and supervisors.

The 10th grade students of SMK TELKOM Pekanbaru were selected as the population of this inquiry. The sample was the students of accounting class in the 2021/2022 academic year. In addition, to collecting the data, two questionnaires were employed in this inquiry by the researcher, namely judgments from expert and need analysis. The first questionnaire in acquiring the particulars about students' target needs and need in learning. Then the second questionnaire was to acquire the details amid by the expert about the development of the product. There were two sorts of questionnaire for the expert judgment, they were the questionnaire of the material expert and the media expert. The consequence of both questionnaires were employed to know the validity of outcomes and to revise the product.

Furthermore, technique in analyzing the data in this development inquiry used a qualitative and quantitative analysis. The qualitative data was carried out by grouping details in the disposition of responses, criticisms and suggestions for improvement accommodated in the expert judgment questionnaire. The outturns of this data analysis are used to revise product development. Then, Quantitative data analysis was a data analysis technique that collects data from the expert judgment questionnaire given to material and media experts as validators. The results of the data was employed to regulate the validity of the interactive learning media to teach reading narrative text. To calculate the validity of learning media obtained from the outputs of expert validation through a Likert Scale, namely (1) very poor, (2) poor, (3) enough, (4) good, and (5) very good.

Table 1
Quantitative Data Conversion *(Suharto, 2006)*

Scales	Interval Means	Category
5	4.20-5.00	Very Good
4	3.40-4.19	Good
3	2.60-3.39	Enough
2	1.80-2.59	Poor
1	1.00-1.79	Very Poor

From the table above, if the score get a mean result > 3.4, then the category for interactive learning media was good or very good. It means the media is appropriated to use in learning process.

RESULT AND DISCUSSION

Analysis Stage

Interactive learning media development starts with needs analysis. Questionnaire was distributed in conducting the analysis of needs for the learners. The questionnaires enclosed the Target needs and Learning needs. It contained 15 questions with multiple choices. The student was asked to select one of the accessible options. The details that accumulated from the needs analysis were employed as the starting point for enlarging interactive learning media. After that, the researcher analyzes the syllabus of the school used in learning English. Analyzes of the syllabus is pointed to rearrange the learning media for student-centered. There is also sort learning capabilities must be accomplished by learners. The reading materials that would developed were sourced from basic competencies 3.8 and 4.8. It focuses only on narrative texts with a specific genre is legends story. Based on the objectives of developing the required media, the researcher formulate indicators by focusing on reading skills. There are two indicator of basic competency that will be used in learning activity. Frist, identify social functions, text structures, and linguistic elements of narrative texts. Second, finding detailed information explicitly or implicitly related to folk legend narrative texts.

Design Stage

The next step is formulated the media by outlining the flowchart, the storyboard and next outlining anything reacquired for the media like navigation buttons, pictures, animation, video and audio. The researcher designed the icon of media employed the PowerPoint application. All pictures were made in portable network graphics (.png). Then, the researcher also prepared an audio vocabulary, so that students practice how to pronounce the words correctly. All audio vocabulary were created in waveform (.wav). The material used is narrative text that consist of five sub material, namely (1) definition of narrative text, (2) social function of narrative text, (3) generic stricter of narrative text, (4) language features of narrative text, (5) genre of narrative text. The researcher prepared four legend stories which were then used to develop questions and answers. In the practice menu, a multiple choice format is selected with two types of questions with feedback assessment at the end of the question and matching questions. Researcher also formulated a RPP as a escort for conducting classroom learning media. RPP is created and managed with English teachers of SMK TELKOM Pekanbaru. In design step the researcher arrange the instrument validity of media as a questionnaire (checklist) for material expert and media expert.

Development Stage

The goal of this stage is to construct the product of interactive learning media to teach reading narrative text. All components that have been prepared on the design step were compiled into a single complete product in the form application. To develop the interactive learning media, the researcher was used combination between three application there are PowerPoint 2013 application, iSpring Suite 10 and Website 2 APK Builder Pro 5.

The interactive learning media supplied the learners to master reading in intriguing way. The interactive learning media that has been develop consist of six menu namely: (1) competencies and indicator menu, (2) explanation menu, (3) learning video menu, (4) story and exercises menu, (5) references menu and (6) help menu. In term of the media, the learners needed a similar foundation in each page, and the text dimension was decipherable. Showing consistency in the media is significant. The utilization of pictures and back sounds worked on the learners' stimulation in learning English. The dissimilarity betwixt textbook and interactive learning media was the intuitiveness between the client (students) and the actual program. The intuitiveness was acknowledged by the reaction of the program from what the understudies did, whether it was correct or misplaced.

Picture 2. Media main menu display

After the product was produce the next pace is to calculate the validity of media by experts. The validator include of material expert, and media experts. The material expert from English Education Lecturer, while the media expert from the technology department. The media expert questionnaire consists particulars of the benefit of media, drafted media and the operation of media. The material expert questionnaire includes aspects of the content of substance, language and the demonstration the material in the media. The result of validation as describe in table 2.

Table 2
The result of validation by expert

No	Aspect	Total score	Category
1.	Material	4.3	Very Good
2.	Media	4.3	Very Good
	Mean	4.35	Very Good

Based on the table above, the average output of the validation connected to the materials and the media was 4.35. Derived from to the Quantitative Data Conversion preferred by Suharto (2006), the mean value falls into "Very Good" cclassification since it is in the interval 4.20-5.00. The outputs showed that the reading materials of the interactive learning media is applicable to be used for the 10th Grade Students of SMK TELKOM Pekanbaru. These results are supported by similar research that develops interactive learning media by getting a total validity value of 3.53, The research uses a Likert Scale 1 to 4 with the quantitative data conversion 3,50-4.00 in high validity level. So that the validation results are included in the high validity level. Media is categorized as very valid and feasible to be implemented as learning media (Setiawan, 2021).

The final output of the interactive learning media was in the sort of an supplication. Both the teacher and the students could employ smartphone with an android software to run the application, either in between the class or self-learning outward the school. It is hoped that with this learning media students can learn more optimally and also encourage student motivation to study hard because of the ease of access anywhere and anytime.

Picture 3. The Cover of media in the form application display

In this research, the resulting product still has some limitations. First, regarding the final score in the end of exercise, those misaccuracy still persist. The researcher only provides correct or incorrect answers for each question before moving on to the next question. Expectantly, the next researchers can establish the mistakes happened and or pay more awareness to the empirical matter of the media. Second, the interactive learning media can only be used in the smartphone in the form the android software. It is cannot be operated on smartphones with iOs software. Third, the product of the research only covers reading skill. The future researchers may develop interactive learning media on other skills.

CONCLUSION

Development of interactive learning media is compiled through three stages, there were analysis, design and development. The suitable blueprint of interactive learning media was derived from the students' needs. In regard of producing the suitable interactive learning media, it should have Main Menu as the essential page of the supplication. Main menu included sort of competence and indicator, explanation, learning video, story and exercise, references and help. Additionally, the output of the assessment from the material specialist and media expert uncovered that all features were in very good cclassification. It could be assumed that the media in learning which is interactive is proper, suitable, and applicable for the 10th Grade Students of SMK TELKOM Pekanbaru. For further researchers, it is hoped that this research can be used as a reference. In addition, the researcher also hopes that the shortcomings in this research can be improved to make it even better.

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