



Volume 12 Nomor 8 Tahun 2023 Halaman 2263-2269

ISSN: 2715-2723, DOI:10.26418/jppk.v12i8.69323

<https://jurnal.untan.ac.id/index.php/jpdpb>

DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING READING SKILL IN NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL

Karsa Daryusman, Endang Susilawati, Eka Fajar Rahmani
Pendidikan Bahasa Inggris, FKIP, Universitas Tanjungpura

Article Info

Article history:

Received: 8-12-2022

Revised: 30-8-2023

Accepted: 30-8-2023

Keywords:

Developing, Interactive
Multimedia, Narrative Text.

ABSTRACT

This research aims to develop interactive multimedia as a teaching and learning media to teach reading narrative text to the ninth-grade student's SMP negeri 4 Sambas. The form of this research was Research and Development (R&D). This R&D research was conducted to produce innovative teaching media. The method of this research was adapted from Branch (2009), that consists of three phases namely analyzing, designing, and developing (ADD). In the analyze phase found that the actual conditions of students and the teacher. Design phase was done to prepare the appropriate material to create the application. Develop phase was done to create an essential part of the Interactive multimedia using software called Smart App Creator (SAC). The designed product was completed after having internal validation regarding to the needs. As a result, Interactive multimedia is useable to support the process of teaching and learning reading narrative text for the ninth-grade student's SMP Negeri 4 Sambas.

Copyright © 2023 Karsa Daryusman, Endang Susilawati, Eka Fajar Rahmani.

□ *Corresponding Author:*

Karsa Daryusman

Program Studi Pendidikan Bahasa Inggris FKIP Universitas Tanjungpura Pontianak

Email: Karsadaryusman@student.untan.ac.id

INTRODUCTION

Mostly, students interact with texts during their tests so they need good reading skills in order to be able to pass the National final Examination. According to the conversation with an English teachers in SMPN 4 Sambas, he said that the learning facilities for students and teachers

were superior, particularly in terms of hardware such as PCs, cellphones, infocus, computer laboratories, and other items. Due to the pandemic period the teacher and the students are currently experiencing, he also explained that the facilities in the school in the city of Sambas, for the computer laboratory, there are 20 units in that room for the use of smartphones, every student is also required to have a smartphone for the online learning process. As stated in the basic competencies of the 2013 curriculum, students are expected to be able to capture contextual meaning related to social function, text function, text structure, and linguistic elements of very short and simple narrative texts related to folktale.

By reading, students can understand the purpose of the text and main idea of the text to get information from the reading text. which aims to improve students' understanding of narrative text that is used to assist teachers in carrying out teaching and learning activities and can be accessed online and offline using via browser and app. She spoke about the development interactive multimedia for teaching reading descriptive text to grade VII Students of SMPN 6 Yogyakarta. She spoke about the development interactive multimedia for teaching writing descriptive text to grade VII Students of SMPN 2 Mertoyudan.

in this research she focused on developing characteristic of the text, vocabulary and grammar. the result showed that the interactive learning multimedia. This research seeks to provide interactive multimedia technology-based learning media for Sambas students and teachers to use or exploit existing facilities, making the teaching and learning process more effective and efficient. The old teaching approach should be replaced with a new method that is appropriate for the students' and teachers' situations.

This media is specifically made with the needs of students in junior high schools based on the curriculum used by teachers who teach at the school. SAC narrative text learning is specifically designed to make it easier for students to learn narrative texts by focusing on the goal of understanding the contents of narrative texts for these students with a very attractive appearance and the material taught is based on the curriculum 2013 for SMPN 4 Sambas. in this stage, the researcher got the results of this study that students and teachers can use interactive media as a learning medium that is more effective and easy to use in understanding and delivering material for both students and teachers. The present study was attempt to develop interactive multimedia for teaching reading narrative text for the ninth grades students in SMPN 4 Sambas.

Based on the results of the current study, the researcher decided to utilize SMART APP CREATOR because it helps students better absorb narrative material and offers a variety of other advantages. specifically jargon that pertains to the events, circumstances, and characters in the text. "Vocabulary and grammar, are two more important parts of the linguistic features of text," claim Hardy and Klarwein (1990, p. 14). Vocabulary is crucial for students to learn as a result.

RESEARCH METHOD

The researcher utilized the Research and Development approach to create a new product to answer the problem in this study. Research and development research, according to Richey and Klein is the systematic study of the design, development, and assessment of educational programs, processes, and products that fulfill internal consistency and efficiency standards. The writer chose the ADDIE model by Branch (2009). The ADDIE model consists of five phases: analyze, design, develop, implement, and evaluate. Nonetheless, the researcher did the ADD stages in this study without completing the implement and evaluate phases. It was done because the researcher intended to concentrate on creating interactive multimedia for teaching reading skill of narrative text. In Design and Development Research, they are some steps or process that should be done when developing a product. According to (Branch, 2009), the following steps are involved in doing research and development:

First phase, The researchers interviewed students and English teachers. In this process, researchers conducted unstructured interviews. To reaffirm the problem and get to know the class better, the researchers interviewed an English teacher at SMP Negeri 4 Sambas and conducted a survey. After receiving the data, the researchers started the analysis.

Second phase is, during this step on SAC software media, researchers acquired and selected acceptable material, evaluated the content, and created narrative text. Instructional design as a pedagogic or teaching instrument that makes instruction as well as the instructional content more engaging, effective, and efficient. An addition the researchers have created story

texts in SAC software media, which is used as an educational medium to teach vocabulary, especially the meaning of words in story texts from local history. Researchers have begun to look at product requirement, structure, content, and standards. The materials are created by researchers by collecting and selecting information from the Internet, etc., according to the needs of students.

Third phase, The actions in this phase include developing an application to achieve the set goals. The development phase's goal is to create and test selected learning resources (Branch, 2009). When it comes to taking growth stages, there are two crucial goals to keep in mind as follows, 1) Develop or revise materials existed to achieve the objective, 2) Choose and combine material that used to achieve the objective. After completing the product, the researchers conducted a review by Smart App Creator. Researchers choose an expert rating to obtain effectiveness from the expert. This allows the researcher to modify the created application until it reaches a valid status.

RESEARCH FINDING

This chapter describes in detail the three ADD stages of the study. The purpose of this study was to develop interactive multimedia for ninth graders students SMP Negeri 4 Sambas in reading narrative texts material.

1. Analyze Phase

As a first step in this research, a needs analysis was carried out to identify the learning goals and needs of the students. It was conducted by distributing questionnaires to ninth grade students of SMPN 4 Sambas during the 2022 school year. Based on this data, the researcher concluded that the ninth students of SMP Negeri 4 Sambas needed more engaging media. The interview guideline used by the researcher in this process can be seen in APPENDIX 1 and the result data of interview are elaborated below:

- a) Students are drawn to materials that include visuals or video.
- b) The majority of students have difficulty developing their English skills because their vocabulary is limited.
- c) Many students have problems not knowing the meaning of the text.
- d) What students want to achieve in this material is to master the main idea.
- e) The teacher does not develop the teaching materials and media learning, making it a struggle for students to progress in English.

2. Design Phase

The researcher has designed a concept for the materials to be designed at this stage. The researcher decided to select a topic and the type of topic and images suitable for the interactive multimedia application in the classroom reading of a narrative text. In this phase, the researcher created the framework from flowchart. After the facility was ready, the researcher began collecting and selecting images, audio, video, and more. Below are the flowchart descriptions of SAC interactive multimedia as a web application.

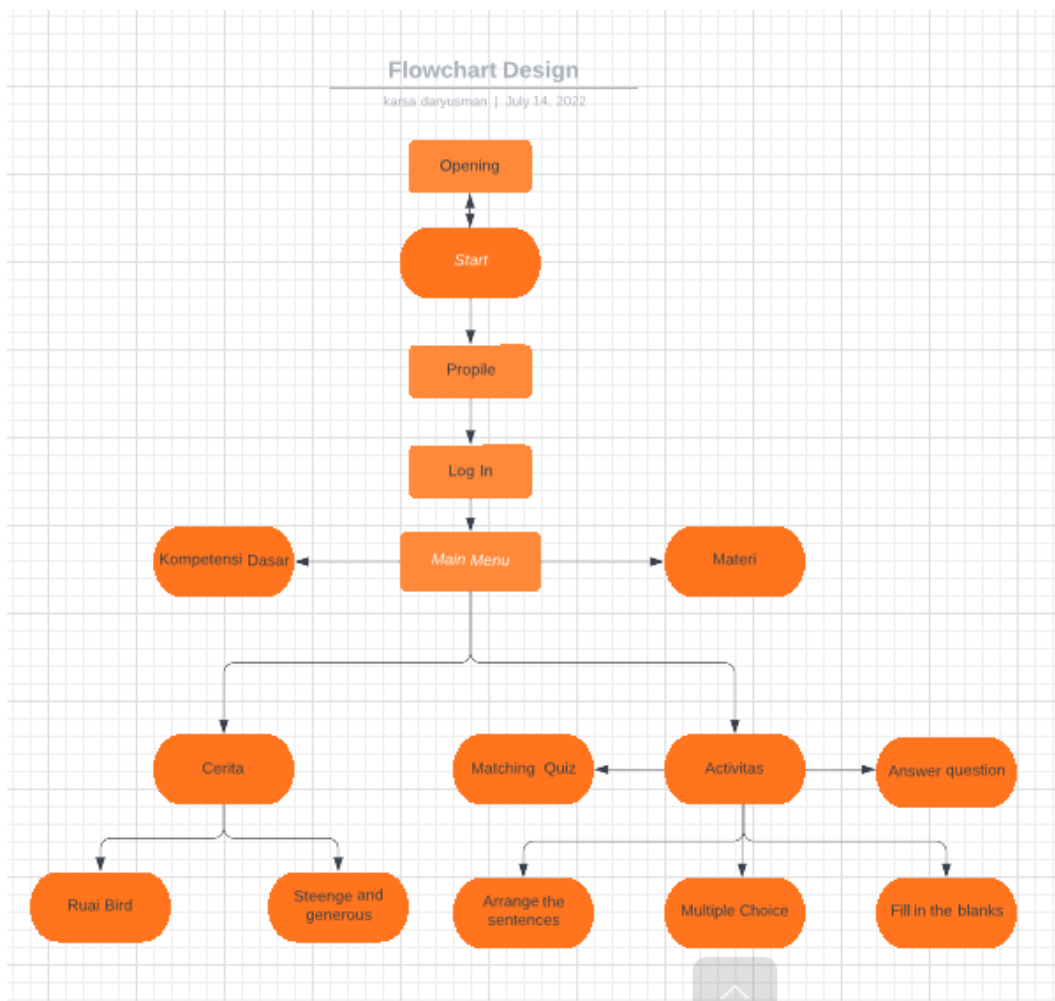


Figure 1. Flowchart of SAC interactive multimedia

3. Develop Phase

After that, the researcher inserts images, audio and video from various sources like Google, Facebook, YouTube and others to be used by the researchers in their projects. In addition, the researcher created several menus and developed the material according to the respective curriculum, curriculum and student needs. Once all the menus are ready, the researcher creates navigation buttons. Once everything was done, the researcher made sure that all the buttons worked and the product worked as it should be.

4. Develop Phase

The evaluation rubric is used to determine whether the product application can be used in the teaching and learning process. There are two evaluation criteria, namely content and media. The results of the evaluation from the score sheet are described in APPENDIX III.

**EVALUATION FORM OF DEVELOPING INTERACTIVE MULTIMEDIA
FOR TEACHING READING NARRATIVE FOR EIGHT GRADE STUDENTS IN SMPN 4
SAMBAS
(Content Internal Validation)**

Title of the program : Smart App Creator Reading Narrative Text
 Developer : Karsa Daryusman
 Year produced : 2022
 Skills : Reading
 Intended Students :

Tandai menggunakan (✓) dalam kotak yang paling sesuai !

No	Pernyataan Konten	Kategori					Koment
		SA	A	U	DA	SD	
1	Materi relevan dengan standar kompetensi.			✓			
2	Materi sesuai dengan kompetensi dasar.		✓				
3	Materi yang diberikan sesuai dengan kebutuhan siswa.	✓					
4	Bahan-bahannya lengkap.		✓				
5	Gambar relevan dengan konsep.				✓		
6	Program ini memotivasi siswa untuk belajar.	✓					
7	Program ini membantu siswa untuk memahami materi.	✓					
8	Program ini mendorong siswa untuk menjawab pertanyaan berdasarkan apa yang mereka pelajari.		✓				
9	Tugas disampaikan dengan instruksi yang jelas.	✓					
10	Instruksi dalam program ini jelas.	✓					
11	Persentasi	✓					
11	Penggunaan bahasa dalam menjelaskan materi jelas.	✓					
12	Materi diurutkan secara logis.		✓				
13	Tugas secara logis diurutkan dari tugas dependen ke tugas independen.		✓				
14	Kemajuan tugas dikembangkan dari aktivitas yang lebih mudah		✓				

Figure 2. INTERNAL VALIDATION(CONTENT)

**EVALUATION FORM OF DEVELOPING INTERACTIVE MULTIMEDIA
FOR TEACHING READING NARRATIVE FOR EIGHT GRADE STUDENTS IN SMPN 4
SAMBAS
(Media Internal Validation)**

Title of the program : Smart App Creator Reading Narrative Text
 Developer : Karsa Daryusman
 Year produced : 2022
 Skills : Reading
 Intended Students :

Tandai menggunakan (✓) dalam kotak yang paling sesuai !

No	Pernyataan Kualitas Teknik	Kategori					Koment
		SA	A	U	DA	SD	
1	Pemilihan warna background sudah sesuai.	✓					
2	Program ini menggunakan satu desain template untuk memudahkan pengoperasian.	✓					
3	Program ini menggunakan warna cerah untuk informasi penting.	✓					
4	Gaya dan ukuran font mudah dibaca.		✓				warna dari kata warna lebih di gunakan
5	Program ini menggunakan 2-3 gaya font di layar	✓					
6	Tombol ditempatkan secara konsisten.	✓					
7	Warna dan ukuran tombol membuatnya mudah ditemukan.		✓				Jaraku Cerah
8	Ada tombol untuk mengoperasikan volume.				✓		
9	Ukuran dan penempatan gambar sesuai.	✓					
10	Gambar membantu siswa untuk memahami teks.	✓					
11	Audio dapat didengar dengan jelas.	✓					
12	Pilihan audio instrumental sudah tepat.	✓					

Kategori :
 SA : Strongly Agree A : Agree U : Undecided DA : Disagree SA : Strongly Disagree

Koment/Saran :

Figure 3. INTERNAL VALIDATION(MEDIA)

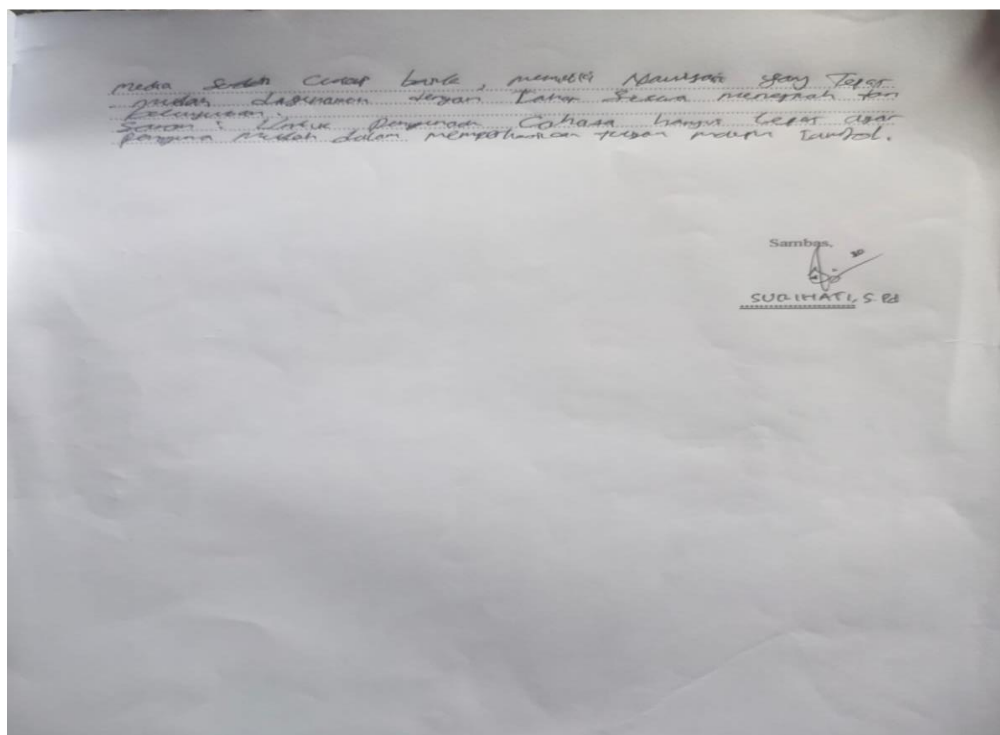


Figure 4. INTERNAL VALIDATION(RESULT)

DISCUSSION

The ninth-grade students at SMPN 4 Sambas were the target audience for the English teaching materials that had been created using ADDIE strategy in development research proposed by Branch (2009) as a research technique to find the appropriate solution to the problem. The students could use the computer library and a smartphone on their own to learn using these media. The interactive learning multimedia was developed based on the students' learning needs and target needs. Target needs and learning needs were used to develop the needs analysis questionnaire. A rubric for the assessment was created using the findings from the needs analysis. The basis for developing the materials was the assessment rubric.

SUGGESTION

To get past their learning obstacles and understand the text's content, they can use interactive media. This study intends to illustrate how media interactive was created to help ninth-grade students learn about and practice reading narrative texts.

CONCLUSION

By summarizing the research results from Chapter IV, the researcher provided a summary of the study's findings. As the result of this research, the final product was interactive media application to teach and learn reading narrative material. Interactive media are created based on narrative text, specifically regional tales from sambas or folklore. There are two different kinds of activities in this interactive media application. The second activity is a practice one that allows participants to test their comprehension of the information they have learnt.

REFERENCES

- Branch, R. M. (2009). In *Instructional Design: The ADDIE Approach*. Publisher Springer.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology. Qualitative research in psychology*, 3(2). 77-101.

- Clark, R., & Mayer, R. (2008). *E-learning and the science of instruction: proven guidelines for consumer and designers of multimedia learning*. 2nd Ed. John Wiley & Sons, Inc
- Farrel, & Charles, T. S. (2009). *Teaching reading to English language learners: A reflective guide*. London: Corwin press.
- Hardy, J., & Klaewein, D. (1990). *Written genres in the secondary school*. Peninsula Region: Department of Education Queensland.
- Lestari, D. A., & Sutrisno, S. (2018). *Implementation Analysis of Curriculum 2013 Towards and Multimedia-Based Learning*.
- Lynch, & Tony. (1996). *Communication in the language classroom*. Inggris: Oxford University Press.
- Mayer, R. E. (2005). *The Cambridge handbook of multimedia learning*. California: Cambridge university press.
- Mishra, S., & Sharma, R. (2004). *Interactive multimedia in education and training*. India: Idea group publishing.
- Khasanah, Maulana Muhlas, & Marwani, L. (2020). *Pengembangan media pembelajaran e-learning Smart App Creator (SAC)*, 9, 1-14.
- Mishra, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for teacher Knowledge*. 1-38.
- Reddi, U. V., & Mishra, S. (2003). *Educational multimedia: a handbook for teacher-developers*. New Delhi: Retrieved from Book database
- Schmidt, R. A., & Wrisberg, C. A. (2008). *Motor learning and performance: A situation based learning approach* (4 ed.). Los Angeles.
- Vaughan, T. (2008). *Making it work*. 7th ed.
- Zhang, Y., & Wildemuth, B. (2009). *Application of social research method*. International Journal.