

DEVELOPING INTERACTIVE LEARNING MEDIA FOR 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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ABSTRACT

The objective of this research is developing Interactive Learning Media for 8th Grade Students of Junior High School. This is kind of learning media needed by the students in this era which consist of some materials which is appropriate for students. All materials are based on junior high school syllabus of curriculum K13. This research used Research and Development method. This development used ADDIE model that have five steps, those are; 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The results of this research (from the results of validation stage to the results of implementation stage) showed that This learning media is feasible to be used as a learning media for 8th grade students of junior high school. By having those conclusion, it means that this research can be used as reference to other researcher in developing English learning media in different level of students.

Key words: *Interactive learning media, English skill, Junior High School Students*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan Media Pembelajaran Interaktif Siswa Kelas VIII SMP. Media pembelajaran seperti inilah yang dibutuhkan oleh siswa di era sekarang ini yang terdiri dari beberapa materi yang sesuai untuk siswa. Semua materi berdasarkan silabus SMP kurikulum K13. Penelitian ini menggunakan metode Research and Development. Pengembangan ini menggunakan model ADDIE yang memiliki lima langkah, yaitu; 1) Analisis, 2) Desain, 3) Pengembangan, 4) Implementasi, dan 5) Evaluasi. Hasil penelitian ini (dari hasil tahap validasi hingga hasil tahap implementasi) menunjukkan bahwa media pembelajaran ini layak digunakan sebagai media pembelajaran siswa kelas VIII SMP. Dengan adanya kesimpulan tersebut, berarti penelitian ini dapat digunakan sebagai referensi bagi peneliti lain dalam mengembangkan media pembelajaran bahasa Inggris pada tingkat siswa yang berbeda.

Kata kunci: *Media Pembelajaran Interaktif, Keterampilan Bahasa Inggris, Siswa SMP*

INTRODUCTION

English is a foreign language that Indonesian students should learn. In learning English, students are expected to be able to master all aspects of English, i.e., reading, writing, listening, speaking, based on the objectives of learning English. Both sensory and practical skills have the same degree of importance. No skill is more critical than others. (Baroroh, 2018)

As a part of the schools' subjects, Indonesian students should learn English by mastering the four skills. However, it is not easy to master it since they encounter many difficulties. Those difficulties appear because of many causes. (Anwar et al., 2016)

English is hard to learn because it has a different grammatical structure from Indonesian or the student's mother tongue. Therefore, teachers must make learning English easy and fun. One of the efforts to improve student achievement is to use learning media. Teaching all subjects requires learning media so that the teaching-learning process is accessible and interesting, including teaching English. In this case, teachers can use Information and Communication Technology (ICT), such as interactive learning media, for teaching and learning activities. Learning media has an important role in learning activities, especially in the modern era like today. With the rapid development of

technology today, it is hoped that teachers can use technology as a learning medium to support student success in learning activities, in this context learning English. But in reality there are still many teachers who still use traditional teaching methods to deliver material to their students.

The existence of the media is considered very helpful in the learning process, this is because the teacher will facilitate teaching activities and can increase students' attention to learn it. In learning activities, media can also be interpreted as something that can provide good and easy information and knowledge in the interactions that take place between teachers and students.

In the teaching and learning process, the use of media makes learning more interesting and can create a good atmosphere. However, in daily practice, there are still many students, especially those who are still in junior high school, who still have difficulties in learning English. Based on observations made by researchers, the difficulties experienced by students are caused by the limitations of the learning media used by the teacher in learning English.

Actually, there are many advantages of interactive learning media in the teaching and learning process of English. First, students will be motivated to learn English because they will not be bored. Second, students can easily understand and understand the material because interactive English learning media can provide videos, animations, graphics, and audio. Using video and audio, they can hear dialogue from native speakers live. Therefore, they can improve their listening, speaking and pronunciation skills. Graphics and animations can be used to attract students' attention. Third, students can study independently, whenever and wherever they want. Finally, the English teacher will have variations in teaching to avoid the boring teaching-learning process.

Furthermore, Sudjana and Rivai (2009:2) suggest the reasons for using media in the teaching and learning process as follows:

- The teaching-learning process will be interesting so that it can increase student motivation.
- Students will quickly understand the material because the media will allow them to master the teaching objectives well.
- Teaching methods will vary so that students will not be bored during the teaching-learning process.

In conclusion, the use of media in the teaching and learning process helps teachers and students. The first is for teachers. Teachers can avoid boring teaching-learning process because they have variety in teaching. In addition, the teaching-learning process will be more enjoyable. The second is for students. Media can stimulate students' motivation and interest. Therefore, they will be more active in class. In addition, students can understand the material easily.

Based on the explanation above, the researcher conducted research with the aim of developing interactive learning media to help students learn English. The researcher hopes that the media that will be developed can help students learn English easily and interestingly.

RESEARCH METHOD

Research Design

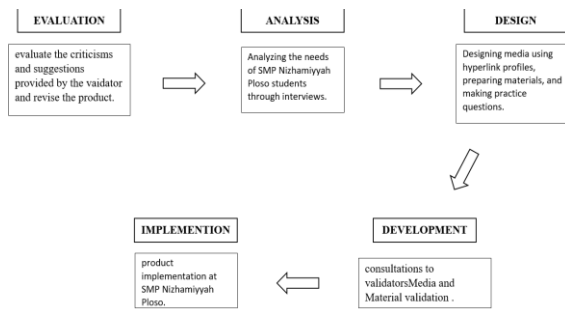
The research design adopted in this research was Research and Development (R&D) model. By using this method, the researchers aim to make a product and test the feasibility of the product. The product made is using the hyperlink product in the form of a PowerPoint which contains material, examples, exercises and quiz. The researchers use ADDIE (Analysis, Design, Development and Implementation, Evaluation) as a model development of this learning media.

Research Procedure

As stated above that the development procedure used for this research was ADDIE

(Analysis, Design, Development and Implementation, Evaluation). The ADDIE model is a learning process which consists of five stages, namely: analysis, design, development, implementation and evaluation. The ADDIE Model stages are implemented as follows:

Figure 1. Research Development based on ADDIE Theory



The details of the procedure used to develop the learning media in this research are as follow:

Analysis

The purpose of the Analysis phase is to identify possible causes of performance gaps *Branch, R. M. (2009)*. At this stage the researchers conducted a need analysis of the subject by distributing questionnaires and conducting interviews. The distribution of the questionnaires was carried out online. From the result of the need analysis, it is known that the main difficulty of students in learning English is in the formulas of each material. The data collected is then used as a reference for designing the product.

Design

The purpose of the Design phase is to verify the desired performance and appropriate testing methods. *Branch, RM (2009)*. Product design at this stage is based on the results of the needs analysis. From the data collected, the researcher then designed the product storyboard. Hyperlink is an initial description of the product to be developed.

The researchers use Powerpoint Hyperlink with the reason that it is the simplest educational medium without coding skills. Provide clear and conducive sound effects, and give students

interesting animations so they don't bore students. Because the material is for 8th grade junior high school students, the researcher provides standard animations to maintain user concentration.

Development

This stage aims to develop or assist the student learning process, produce new products that have been made and validate learning resources that have been selected by experts. At this stage of development, the researcher uses PowerPoint as the main program to build products in addition to other programs. The reason researchers use PowerPoint is to make it easier for researchers to implement products and it is easier and more efficient to use by students compared to other coding programs. The results of this stage are in the form of an initial product, the initial product is then validated by experts before being implemented to students.

After the finished product becomes the initial product, it is then submitted to the experts for validation. After getting validation and suggestions for improvement from the expert, the researcher then revised the product according to the input from the expert. After the initial product is revised, the product is ready to be implemented for students. Initial products are validated by materials experts and media experts. The material expert validates the suitability of the material content in the product with the framework of the learning material while the media expert validates the appearance, background and clarity of the product content to make it easier for students to use the product as a learning medium. The expert then gave some suggestions for improvement to be used as a reference in revising the product.

After a product revision is carried out, it is declared feasible to be implemented to students.

Implementation

At this stage the researchers implement the product that has been made perfectly and meets

the subject's criteria to assess the feasibility of the product as a medium for learning English courses. At this stage the researchers also collect data about the feasibility of the product that has been validated by experts. This data collection method uses a questionnaire distributed to each student for further assessment.

Evaluation

Evaluation means collecting facts systematically to determine whether in fact there has been a change in the student and to determine the extent of the change in the student's personality. Sugiyono (2017: 1). This stage aims to see the extent to which the abilities that have been made by the researcher can achieve the predetermined goals.

This evaluation stage is also carried out to determine the feasibility of the product as a learning medium based on data collected from students. From the data collected, the researcher can conclude that the product developed is feasible and can be used as a medium for learning English courses.

RESULT AND DISCUSSION

Result of Need Analysis

At this stage the researchers conducted a need analysis on students. The data collection technique at this stage is in the form of a questionnaire. The purpose of conducting a need analysis is to collect data about the needs of students in learning English. The result of need analysis shown that students are not interested in learning English because they feel difficult in mastering it and also feel bored in the class atmosphere because the teachers just use the textbook in teaching, and most of the class activities is teacher centered. The data from the results of the need analysis that has been carried out is then used as a reference for designing the product.

Result of Design

From the results of the need analysis that was carried out at the beginning of the research, then

the data obtained was used as a reference for making product. Hyperlink is a way to link a certain part in the slide of the product to be developed. The use of this hyperlink is when the hyperlink is clicked; we will be directed to another page so that the hyperlink feature can make it easier to open between slides.

Researchers develop media using Powerpoint Hyperlinks to create attractive media in a conducive form. which contains eight materials. Each material will be equipped with four buttons; material, video material, exercises, and quizzes. Material button to describe the material to be conveyed. The video material is evidence of the explanation in the material. Exercise is to provide activities to students such as questions or questions which will then be submitted to the teacher. The quiz button is to provide a quiz that is about to give an increase or as a test for students.

Result of Development

Product Development Results

From the hyperlink made by the researchers, then the researchers get the result of the product in accordance with Hyperlink as follows:

1) Intro Page

This intro page is the cover page or the beginning of the product before starting to go to the main menu this page contains the cover, book title and product description. The visual intro page can be seen in the following image:



Figure 2. Intro Page

2) Home Screen Page

The Home screen page is the main menu

page in the learning media. On this page there are three menu buttons containing: material, examples, and practice questions. Each button will take the user to a different page when touched. Home screen page display is as follow:



Figure 3. Main Menu

3) Material Page

On this material page there are two buttons that contain material in the form of chapters and material titles. On this page there are also 3 buttons when clicked they will change, namely: 1. Back functions to return to the previous slide, 2. next functions to continue the material, 3. menu main function returns to the start page. More details see the picture below:



Figure 4. Material Page

Then after the chapter page and the title of the material press the button that says next will direct the user to the next material page, namely the discussion of the material. For details, the layout of the material is as follow:

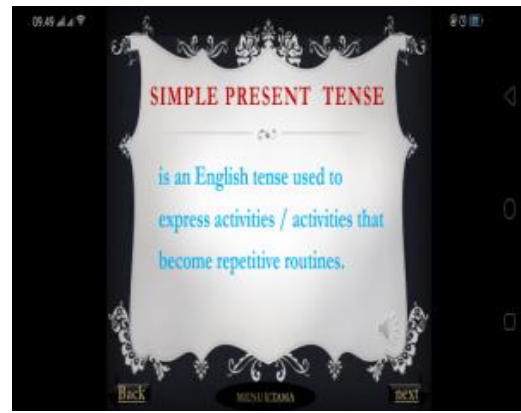
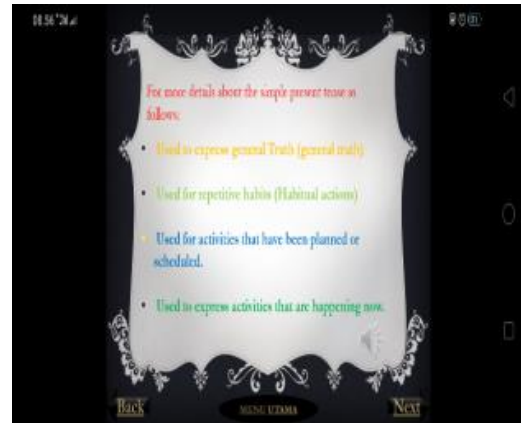


Figure 5. Material Page

4) Example page

Then on the next material regarding the example by clicking the next button which will direct the user to the material that contains an example of the content of the previous material which will make a sound when moving to the slide. See the image below:



Figure 6. Example Page

5) Exercise Page

This page is used to evaluate the user's understanding after researching the materials available in this product. The score for this evaluation is for each test, the highest score for each test is 100, of which each correct answer is a score of 10. The order of questions given in this evaluation is constants and does not select based on random functions, as shown in the screenshot below:

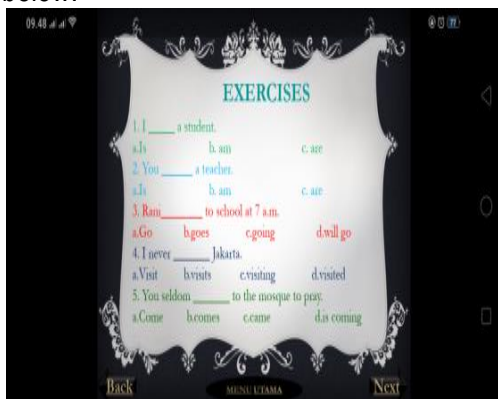


Figure 7. Exercise Page

Result of Expert Validation

When the product has been compiled, the results of the learning media as the product will be validated by two experts, consisting of one media expert, Mrs. Ulfa Wulan Agustina, M.Pd. (a Lecturer of the English Department), and one material expert, Mr. Saiful Hazim, S. Pd (Teacher of English Subjects). The results of the validation are assessments and suggestions about the learning media contained in the questionnaire provided by the researchers, so it will be corrected according to the advice of the experts. The data analysis

technique used to calculate the score from the questionnaire used the Likert scale technique with 5 answer choices. In addition, the obtained score is converted into a value with a Likert scale as shown in the table below:

Table 1. Likert's Scale

Mean Score	Score
Very Good	5
Good	4
Fair	3
Low	2
Very Low	1

The data collected then analyzed by finding the average score or mean as follows :

$$xi = \frac{\sum x}{N}$$

Description :

Xi = Average Score (Mean)

$\sum x$ = Total Score

N = Number of question

Result of Material Validation

This validation is used to determine the feasibility of the content or material in the learning media developed based on 4 aspects which include: 1) the quality of the material, 2) the quality of the language, 3) the quality of the evaluation task, 4) the suitability of the content. The measurement scale used is the Likert Scale as described previously. The results of the assessment of the material are as follows

Table 2. Assessment Result by Material Expert

No	Aspek Penilaian	Skor
Kualitas materi		
1	Tidak ada aspek indikator yang menyimpang	4
2	Kejelasan isi materi (termasuk SK,KD, dan Indikator	4
3	Uraian isi materi	3
4	Kejelasan contoh yang disertakan	5
5	Kecakupan contoh yang disertakan	4
Kualitas bahasa		
6	Kejelasan bahasa yang digunakan	4
7	Kesesuaian bahasa dengan sasaran pengguna	4
Kualitas soal latihan		
8	Kesesuaian soal latihan dengan	4

	kompetensi	
9	Keseimbangan soal latihan dengan materi	4
10	Runtutan soal latihan yang disajikan	4
Kesesuaian sajian dengan tuntutan pembelajaran berpusat di peserta didik		
11	Mendorong rasa keinginan peserta didik	3
12	Mendorong terjadinya interaksi peserta didik	5
13	Mendorong peserta didik membangun pengetahuannya sendiri	4
14	Mendorong peserta didik belajar secara mandiri	3
Total		55

Based on assessment result by material expert, the total score get are 55, the total score then calculated using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{55}{14} = 3,9$$

So, the result of the due diligence from material experts is 3,9 which is included in the category fair and worth to use with revision. Based on the questionnaire responses from material experts, the following suggestions for improvements were obtained:

Table 3. Improvement Suggestion by Material Expert

No	Validator	Saran Perbaikan		
1	Saiful Hazim, S.Pd,	<ul style="list-style-type: none"> • Medianya sudah cukup kreatif sesuai yang di butuhkan peserta didik di era sekarang ini • Pronunciation lebih selektif,karena bisa mempengaruhi contoh yang di buat oleh peserta didik. • Untuk structure juga bisa lebih diperbaiki sedikit 		
Kesimpulan		Tidak layak digunakan	Layak digunakan dengan revisi	Layak digunakan tanpa revisi
			√	

Result of Media Validation

The results of the media assessment are as follows:

Table 4. Assessment Result by Media Expert

No	Aspek Penilaian	Skor
Kualitas Umum		
1	Kesesuaian media dengan Materi	3
2	Keteraturan dan Konsistensi Tampilan Tombol	3
Kualitas bahasa		
3	Tata letak teks, gambar, dan animasi	3
4	Kesesuaian pemilihan ukuran font	4
5	Kesesuaian pemilihan background	4
Penyajian Media		
6	Tampilan media yang menarik	3
7	Sajian media yang menarik	3
8	Terdapat judul/keterangan media	3
9	Mampu Mendorong peserta didik belajar secara mandiri	4
Total		30

Based on assessment result by media expert, the total score get are 36, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{30}{9} = 3,33$$

So, the result of the due diligence from material experts is 3.33 which is included in the category fair and worth to use with revision. Based on the questionnaire responses from material experts, the following suggestions for improvements were obtained:

Table 5. Improvement Suggestion by Media Expert

No	Validator	Saran Perbaikan		
1	Ulfa Wulan Agustina, M.Pd.	<ul style="list-style-type: none"> • Media sudah bisa di gunakan dengan memperbaiki pronounciation • Ukuran pada slide kurang besar • Halaman slidenya kurang menarik • Tadak adanya tombol menu pada homescreen 		
Kesimpulan		Tidak layak digunakan	Layak digunakan dengan	Layak digunakan tanpa revisi

		revisi	
		√	

score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

Result of Implementation

At this stage the learning media that has been developed is then implemented in class VIII second semester students at MTs BU Tambak Beras Jombang. The product of this learning media is carried out in the classroom, so that students can run the media individually. Before starting, the researchers showed the media to the students and gave an explanation of the media that would be applied to the students. After that, students were asked to fill out a questionnaire of respondents to provide responses to the learning media.

Result from implementation are a assessments and suggestions about learning media contained in the questionnaire provided by the researchers. The data analysis technique use to calculate the score from the questionnaire used the Likert's scale technique with 5 answer choices. Furthermore, the score obtained is converted into a value with a likert's scale as explained earlier. The data collected then analyzed by finding the average score or mean as follows :

$$xi = \frac{\sum x}{N}$$

Description :

X_i = Average Score (Mean)

$\sum x$ = Total Score

N= Number of participants

Detail of the collected data are as follows :

Table 6. Implementation Collected Data

Q	Score Obtain by Students														T		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16
1	4	2	3	4	5	3	5	3	4	3	4	4	3	2	3	3	55
2	4	2	4	4	4	2	5	3	4	2	4	2	5	4	5	2	56
3	2	3	4	5	5	4	3	2	1	2	3	4	5	2	3	4	52
4	3	2	3	4	4	4	3	3	5	4	3	4	4	3	5	4	58
5	2	4	3	4	4	4	4	3	3	5	4	4	2	3	4	4	57
6	4	4	3	2	1	2	3	2	4	2	3	5	1	3	4	3	46
7	5	4	5	3	4	1	2	4	5	5	3	3	3	1	2	4	54
8	3	3	4	2	4	2	3	4	4	3	3	3	3	3	4	5	53
Total																	431

Based on assessment result by responses, the total score get are 431, the total

$$Average\ Score = \frac{Total\ Score}{Number\ of\ participans} = \frac{431}{8} = 53$$

The average score get from the response are 53, the data then again calculate with the following formula :

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{53}{16} = 3,3$$

So, the assessment result by responses is 3.3 which is included in the category good and worth to use.

Result of Evaluation

From the explanation about all steps done in this research and the result got from the assessment, it can be concluded that this product as English learning media is feasible and worthy to use. It can make the students of 8th grade junior high school enjoy and interested in learning. By having those conclusions, this research can give benefits for other people. For the students, they can use this product for supporting them in learning English while for the teachers, they can use it as a reference in giving their students material and exercise. Furthermore for other researchers, this research and development can be a reference to develop a new product in English learning.

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