

DEVELOPING SUPPLEMENTARY INTERACTIVE MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF RECOUNT: HISTORICAL TEXT IN TUMBUH KEMBANG SENIOR HIGH SCHOOL CANDIPURO LUMAJANG

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Abstract

With the growth of the technology, this study is aimed to develop a supplementary media in the form of interactive media that can help students in improving their reading comprehension skill of "Recount:Historical text" and produce a guideline to help the students using the media. This research adapts two models of research and development from Latief (2017) and ADDIE by Taylor (2004). The final product is in the form of interactive media that can be played in android devices and PC/laptop. The media was the result of need analysis conducted by the researcher. The media was assessed by the expert using a questionnaire and tried out to the students. Then being analysed using SPSS. The result of the questionnaires by the expert for the media was 94%. Meanwhile, in mean pretest and mean posttest of the try out, there is a difference in the amount of 30,55 which that mean posttest is bigger than mean pretests.. It can be concluded that there is significance difference in students' reading comprehension, before and after they use the interactive media. The above explanation strengthens that the interactive media give a positive attribute in the process of learning.

Keywords: Interactive Media, Reading Comprehension, Historical Text

INTRODUCTION

The National Curriculum of English as a first foreign language in Indonesia recommends the teachers to teach various types of genres, expressions and texts. As English is treated as foreign language, most of the Indonesian citizens only learn the language through formal occasions, such as school, language training center, etc. This

is why the role of a teacher in teaching English as foreign language is very important. Especially, one of the purposes in teaching English language is to enable the learners to have a good comprehension in the target language.

In teaching English, there are 4 main skills that need to be noted; listening, writing, speaking, and reading. Those 4 aspects are the essential aspects in teaching English. Listening is the skill where the learners can understand spoken English very well in conversation. Writing is the skill where learners can create a specific text according to the context. Speaking is the skill where the learners have the competence to make the conversation that happens in English language keep on going, meanwhile reading is the skill where the learners can understand the meaning of a text by simply reading it.

According to researcher own observation in her class, among those four skills, reading is one of the skills that are considered hard by the learners. The researcher found that, most of the learners cannot answer the questions given about the text that they read, especially in reading historical text. Another problem with reading is that the learners not only read, but also need to comprehend the passage that they read. Most of the learners think that reading in their mother tongue is already difficult; moreover they have to read a passage in a language that is unfamiliar to them.

"Recount text: historical events" is found to be one of the genres that students find difficult to comprehend. Learning recount text: historical events will have its own challenge since most of the vocabularies used in the example of the text are uncommon vocabularies, some of the students also never heard of the vocabularies before. This result is known by the researcher through the observation done in Tumbuh Kembang senior high school, candipuro, lumajang. Other than that, the researcher has also asked five different English teachers from different schools who all have the same responses. The responses being obtained show that most of the students find the *historical text* difficult because the vocabularies are unfamiliar for them. Another reason is the lack of literacy by the students.

In order to fix the problem, a teacher can choose technology as a tool to make the problem less complicated. As technology grows rapidly, especially among the youth, to make a use of technology in solving the problems will be one of the exact ideas. One of the types of technology that can be used by the teacher is the use of interactive multimedia. Using interactive media as learning media will make the process of learning easier. Miarso (2004:456) stated that learning media can help and control the learning process, it can also be used to convey the message and give provocation to the mind, feeling, attention and willingness.

Media has many functions in the process of learning that can help the students and teachers. Briggs (1977) stated that learning media is all physical things that have a function to deliver materials such as books, videos, etc. Meanwhile, National

Education Association (1969) argues that things that can be held or heard are included in communication media, including technology hardware. Learning media also can be taken as all media that have advantages in the process of learning. Medias can be in the form of TV, videos, newspaper, movies, and even video games. (Tileston, 2003) believes that brains depend largely on the outside stimulus for learning which makes the application of media in the classroom is brain-friendly. Other than that, the perfect media can help students to improve their interest and motivation of learning in a particular subject.

In doing this research, interactive media is seen as a good choice to be the learning media. Interactive media is the combination of text, words, audio, visual, and mostly it is based on ICT. It is trusted to make the process of learning easier. Interactive multimedia usually refers to products and services on digital computer-based systems that respond to user interaction actions by presenting content such as text, sound, images, animation and video.

The interactive media is expected to improve students reading comprehension. Kruidenier (2002) explained that comprehension is a positive process where the readers must have direct interaction with the text. He described that when comprehending, the words and sentences are being decoded and correlated with the meaning in the readers' memory to be processed quickly before the next words or sentences come. According to Kruidenier (2002) reading comprehension can be described as a process of constructing meaning from a text.

In line with the wishes for readers to comprehend the text better, readers need to use the schemata that they have in reading a text. Bransford (1994) in Pardede (2008) noted that the inability of comprehension may be because of the lack of the schemata and it becomes the responsibility of the teacher to help the readers in triggering the schemata that already exist. That is why in the reading comprehension process, it is best to activate the schema that the readers have via pre-reading activities as reading comprehension can be divided into three parts; 1) pre-reading activity, 2) reading activity, 3) post-reading activity.

Wallace (1992) offers 3 stages in helping readers to activate their schema. Before they enter the three stages, readers are asked to select a book that is suitable for them, which means that the book is their own preference. Then the teacher needs to do 3 stages of activities. (1) Pre-reading activities, in this stage, readers are asked to think, write, and discuss about the topic of the book that they are going to read. Everything that has association with the book is allowed to be talk about. (2) During-reading activities, in this stage, the teacher supervises the relationship between readers and the text. One of the skills that teacher should let the readers do is note-taking. Note-taking will help students to write everything that they think important

starting from new vocabularies until new information. (3) Post-reading activities, in this stage, teacher and readers do evaluation together. The evaluation can be in the form of questions that will make readers give a wide interpretation about the book they read. From those three stages, the most important stage in activating readers' schema is the pre-reading stage. In the pre-reading stage, readers will look back to their past experience and remember past events that have relation with the topic they are about to read.

A previous study was conducted by Restining Andita Sari (2018) concerning at developing educative interactive media to improve students writing description text for VIII grade, by analyzing the research, the researcher found that the game is too complicated to operate and the writing section is not as fun as game should be.

In another study, Istikharoh (2015) conducted a research regarding developing an interactive media to help students improve their reading and writing skill. The study was to develop an English reading and writing for grade X students. The result of the need analysis showed that the students need a media that can help learning English based on the textbook by the Ministry easier. All the previous studies give significance contribution toward this research as the reference and improvement to make the better English supplementary material. The differences are the subject of the research and the material being developed.

The objective of this developmental research is to develop a media that can help students in improving their reading comprehension skill of historical text. Other than that, this research is also producing guidelines to help students using the interactive media.

In making the product, the researcher has conducted need analysis to see what students really need and want in the media, after getting the data and information; it was followed by compiling materials and designing the product. The next step was developing the first draft. After that, the media was assessed by the expert using a questionnaire and tried out to the students.

The product produced from this development research is interactive media that can be played in android device and PC/Laptop. The product was developed using adobe flash. The product specifications to be produced are interactive media programs for tenth grade senior high school to improve reading comprehension. In general, the content of the product is presented in three stages, there are pre-reading section, reading section, post-reading section. In pre-reading, there are 4 different sections of games to help students enhance their vocabularies. The writer believes that the practice of vocabulary skill will help students to have better understanding in reading historical text. The reading activity will include the students reading the text

and answering some questions. The post-reading section contains the content of the recount text.

The characteristics of the interactive media consist of the media display that include the visualization (illustration, audio visual) that can be adjusted with the needs of the students. The media display will be using the elements that can raise student's curiosity. The elements will include the display of the game that differs from one to another. The colors of the media are making each scene appealing. Other characteristics of the media display will be informative and entertaining. The media in the form of interactive media will give practices of reading and recounting the text in a fun way.

METHOD

This study uses an R & D (Research and Development) approach and adapts two models of research and development from Latief (2017) and ADDIE by Taylor (2004). They are analysis, designing, development, evaluation, revision, and try-out.

The instrument used by the researcher to collect the data is questionnaires. There are 2 questionnaires used in this research. The first questionnaire used to know students' need analysis. The second questionnaire is used to collect the data from media experts and material experts. The questionnaires used in the form of a checklist (√) and a column to write the critics' suggestions. The questionnaires used are open-ended questionnaires. The researcher also uses a practice worksheet for the students to know their level of reading.

This research was conducted in Tumbuh Kembang Senior High School Candipuro, Lumajang with the amount of 18 students. Data analyses were divided into three parts: 1) Data from need analysis were analyzed using percentage and frequency. The calculation of the percentage is done by dividing the frequency with the total research subjects, then the result was multiplied 100%, 2) Data from expert validation is analyzed according to the likert-scale questionnaires, 3) The data obtained from the learners as a result of pretest and posttest by the students were analyzed with the help of SPSS (Statistical Package for the Social Scientist) program 21 for Windows.

RESULTS AND DISCUSSION

Results

In this study, the development of interactive media to improve reading comprehension skill for students has been carried out. Before producing the media, the researcher has conducted need analysis to know what students need in the process of learning. The need analysis is done by the researcher through class observation by the researcher, interviews with 2 English teachers from different schools and questionnaire by the student. From the observation, it found out that the

reason why students have low reading comprehension skills in historical text is because of the lack of vocabulary by the students. Most of the vocabulary used in historical text is uncommon for the students. The vocabularies are not vocabularies that the students usually encounter. Therefore, students need extra effort in comprehend the historical text.

From the result of the need analysis, it is discovered that the students need a media to help them comprehend the historical text. The use of the media should be effective enough to help them in the reading comprehension process. Students want a media that is fun and grow their enthusiasm in learning. Most of the students, also want a media that has a back sound, pictures, animation, so they will not be bored. Other than that, more than half of the students choose answering questions as a practice section in reading activity.

Following the next step is making the first draft of the media according to the need analysis done by the students. The first draft of the media can be seen in the table below.

Table 1 The first draft of the media

Name of Sections	Name of Task	Description	Function
Pre-Reading activity	Task 1	Vocabulary list	To show the students the list of vocabularies needed in historical text
	Task 2	Choose the words based on the picture	As a warming up activity after they look up at the vocabulary lists

	Task 3	Look for synonym and antonym	As a practice round for the students to get to know more the vocabulary list
	Task 4	Answering questions about the text	To recall students memories
Reading Activity	Read the text	Read historical text	
	Answering questions	Choose the right answer about the text	To know the answer of students after playing the interactive media
Post Reading activity	Material Learning	Read the material	
	Structure of Recount text	Deciding the structure of historical text	To learn how to write recount text
	Writing practice	Writing a text according to the picture	To measure students' ability

The media that has been created is being assessed by the expert validation. The expert validation reviewed the media and assessed the media using a questionnaire. There are 13 questions in the questionnaires regarding the media that

need to be answered by the expert validation. The questionnaire is in the form of multiple choices. The 13 items contains about the feasibility of the media.

Based on the questionnaire that has been analyzed, there are 11 items that have a perfect score. After being analyzed entirely by the experts, the media has achieved a 94% score which is pretty good. The expert also gave some suggestions for the revision of the media. According to the expert, the media need to have a wrong button, so the students know that they have chosen the wrong answer. The experts also give suggestions for the media to have proper guidelines on how to operate the media at the start of the media. Another suggestion given to the researcher is for the media to have national songs as a back sound of the media. Besides that, in the practice section of antonym and synonym, it would be great if there is more explanation about what to do at the section.

The media that has been revised then being tried out to the students. At this stage, the Try-Out was done to measure and determine the effectiveness of the interactive media in improving reading comprehension of historical text for grade X students of Tumbuh Kembang senior high school. The design used was a one group pretest-posttest experimental design.

The pre-test was done to determine students' abilities in comprehending historical text before using the interactive media. The pretest score was obtained from students' answers after answering questions about the historical text. The next stage, students were given the interactive media as the supplementary media. The treatment was done in 2 sections because of the pandemic. Each section consists of 8 students, but the data processing will be done together because the class division is also done randomly by the researcher. The last stage is the posttest. The activity done in this stage is almost the same with the pretest. The differences of this stage are the students answering the questions directly from the interactive media.

The data try-out was processed after the researcher did a normality test to the data obtained from the students. The normality test was done by the researcher using the Shapiro Wilk analysis. Shapiro's analysis Wilk is used because the number of subjects is less than 50, so the Shapiro Wilk test is considered to be more accurate. The results of the normality test aims to determine that the sample data used is distributed normally. After being analyzed by the spss program, the data is found to be normal.

In the next step the effectiveness of the data will be processed using T-Test Sample. The data being used is the paired data (pre test and post test from the subjects). The result of the processed data described below.

Table 2 The result of paired test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TES - POST TES	-30,55556	7,25358	1,70968	-34,16267	-26,94844	-17,872	17	,000

Table 2 shows that the result of the tryout of students' reading comprehension before and after using the interactive media is, $t=18.872$ with significance value (sig.) 0,00 ($p<0,05$). From this data, it can be concluded that there is a significant difference in students' reading comprehension, before and after they use the interactive media.

In mean pretest and mean posttest there is a difference in the amount of 30,55 which tells us that mean posttest is bigger than mean pretests. The difference can happen because there is treatment given to the students through interactive media learning. In detail, the difference of mean pretest and mean posttest can be seen from mean posttest score that reached 73,33 with standard deviation 8,40. Meanwhile, the mean pretest score reached 42,77 with standard deviation 8,94. According to the analysis, it can be concluded that there is score improvement in students' reading comprehension.

In addition in producing the media, the researcher is also producing a guideline to help the students in playing the media. To support the effectiveness of the product, the researcher has also made guidelines on how to install and play the media. The guidelines will be helpful to the learners using the media.

Discussion

In the process of learning, media has become one essential part in helping teachers and learners in studying activity. The application of the media in the learning process must be selected based on the objectives of the study and what students' needs in improving their learning skills and achievements. The media chosen should be interactive, interesting, and fun. The use of interactive, interesting, and fun media is expected to make the learning process more appealing. In addition, the application of interesting media can be a new experience for students in learning something.

The content of the interactive media is started with the vocabularies practice for the learners. The vocabularies practice then followed by activating the learners' schema by doing puzzled picture and answering questions regarding the topic of the text: "The Battle of Surabaya". Beside the practice section, the content of the interactive media is mostly consisting of reading text and material text of recount text.

The interactive media is also made based on learners' needs which being customized with the standard competencies that need to be achieved. The interactive media is then being reviewed by the expert. After being analyzed entirely by the experts, the media has achieved a 94% score which is considered as "Very Good".

Based on the findings, there is an improvement in the interactive media after the researcher revised it according to expert judgment. The interactive media that has been revised then being tried out to the learners. The learners agreed that the design of the interactive media is good and easy to be played. The back sound of the interactive media makes the learners more enthusiasts in doing the practice in the interactive media. Most of the students think that the interactive media is interesting and fun. Moreover, the learners found it enjoyable that they can learn the historical text in android device, so they can learn and play at the same time

The product is being tested to the learners after being revised according to the expert judgment. Based on the product testing, the product is appropriate for teaching reading to the learners. The product can help the teachers and learners in the process of learning, thus the product is making the process of learning easier. Other than that, based on the result findings, the product is found to be effective in improving learners reading comprehension. It is proved by the value of the test.

Based on the result and discussion, this interactive media is tested appropriate to be used in the process of learning reading comprehension. The users of the media think that the media is fun to be played and can help them to improve their reading comprehension of historical text.

CONCLUSION

Based on the results of the study, it was concluded that the interactive media to improve students reading comprehension had an average score of 94% provided by expert validation with very good criteria. Meanwhile, the result of the try out of students' reading comprehension before and after using the interactive media is, $t=17.872$ with significance value (sig.) 0,00 ($p<0,05$). In mean pretest and mean posttest there is a difference in the amount of 30,55 which tells us that mean posttest is bigger than mean pretests. From this data, it can be concluded that there is significance difference in students' reading comprehension, before and after they use the interactive media.

In short, the interactive media developed is classified as feasible and can be used as a learning media in the classroom. In general, students' responses to interactive media are very interesting, useful, and fun for students' understanding of materials and for encouraging and motivating students in the learning process. Generally speaking, the presented materials are very good and easy to understand.

This kind of interactive media is very helpful for students' learning. Based on the results of the study, this interactive media can be used as a reference and a tool for teaching recount historical text.

For further development, this supplementary media gives a lot of practice for students to improve their reading skill. It will be better if the next developer or researcher focuses on media that can improve students' writing skill.

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