

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING READING TO  
GRADE VIII STUDENTS OF SMPN 2 MERTOYUDAN  
IN THE FIRST SEMESTER**

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**APPROVAL**

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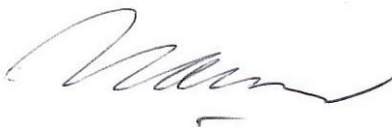
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## **Developing Interactive Multimedia for Teaching Reading to Grade VIII Students of SMPN 2 Mertoyudan in the First Semester**

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**Abstract:** The objective of this study was to develop interactive multimedia for teaching reading to Grade VIII students of SMPN 2 Mertoyudan. This research and development study adapted the R&D model proposed by Jolly and Bolitho in Tomlinson (1998). The steps of the research were conducting needs analysis, developing course grid, developing the first draft of materials, evaluating materials and producing the final draft of materials. The instruments to collect data were needs analysis questionnaire and an expert judgment questionnaire in the form of *Likert scale*. The data obtained from the needs analysis and the expert judgment were analyzed quantitatively through descriptive statistics. This research developed three units of materials and then presented them in interactive media. Based on the findings from the expert judgment, the materials were appropriate. The mean score of all aspects, both of materials and media was 3.85 which was "Very Good".

**Key Words:** interactive multimedia, reading, motivation, curriculum 2013

### **Abstrak**

Tujuan penelitian ini adalah untuk mengembangkan multimedia interaktif untuk mengajar membaca siswa kelas VIII di SMPN 2 Mertoyudan. Penelitian dan pengembangan ini mengadaptasi model R & D yang dicetuskan oleh Jolly dan Bolitho dalam Tomlinson (1998). Langkah-langkah penelitian ini adalah menganalisis kebutuhan belajar siswa, mengembangkan silabus, mengembangkan draf awal materi, mengevaluasi materi, dan menghasilkan draf akhir materi. Instrumen yang digunakan untuk mengumpulkan data adalah angket analisis kebutuhan siswa, dan angket penilaian ahli dalam bentuk skala Likert. Data yang diperoleh dari angket kebutuhan siswa dan penilaian ahli dianalisis secara kuantitatif menggunakan deskriptif statistik. Penelitian ini mengembangkan tiga unit materi yang kemudian diimplementasikan ke dalam media interaktif. Berdasarkan hasil penilaian ahli, materi yang dikembangkan dikategorikan adalah tepat. Nilai rata-rata untuk semua aspek baik materi dan media adalah 3,85 yang dikategorikan "Sangat Baik".

**Kata Kunci:** multimedia interaktif, membaca, motivasi, kurikulum 2013

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### **Introduction**

Education plays an important role in the development of a country. Therefore, the government improves the quality of education in Indonesia. The government has made serious efforts such as reforming the curriculum, improving teachers' skill, and providing the facilities and media supporting the teaching-learning process. It is expected that those efforts can make the teaching and learning process run well and increase the students' achievement. One of the efforts to increase the students' achievement is using interactive learning media. There are many advantages of interactive learning media in the English teaching-learning process. First, the students will be motivated to learn English because they will not get bored. Second, they can comprehend and understand the materials easily because the English interactive learning media can provide video, animation, graphics and audio. They can improve their listening, speaking and pronunciation from that. Third, they can learn independently, whenever and wherever they want. The last is that the English teachers will have variation in teaching so that they can avoid a monotonous teaching-learning process.

The English teachers in SMPN 2 Mertoyudan did not face any problem related to the provided technology. There was a computer laboratory in SMPN 2 Mertoyudan. However, most of them still faced difficulties to find the English interactive learning media that are appropriate to the students' needs. Moreover, SMPN 2 Mertoyudan did not have any English interactive learning media. Therefore, the researcher was interested in developing interactive multimedia for teaching reading to the first semester of Grade VIII students at SMPN 2 Mertoyudan as supporting media in the teaching and learning process.

This study focused on reading because reading is believed as the most important skill of the four skills in a second language, particularly in English as a second or foreign language. Most people say that reading is a passive process to gather information from texts. However, reading is not a passive process. Grellet (1981:8) states that reading is an active skill which constantly involves guessing and predicting meaning. Reading is one of the English skills that has some parts called sub-skills or micro skills. According to Spratt et al. (2005: 22), the reasons for reading influence how to read i.e. which reading sub-skill is used. There are five sub-skills, they are: (1) reading for specific purposes or scanning; (2) reading for gist or skimming; (3) reading for detail; (4) extensive reading, and (5) intensive reading.

The reading teaching in Junior High School follows the current curriculum that is Curriculum 2013. According to The Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. According to the regulation of The Ministry of Education and Culture No. 81A of 2013 about curriculum implementation, the Curriculum 2013 uses scientific approach. The scientific method steps used in the language classroom cover (1) observing, (2) questioning, (3) experimenting/collecting data or information, (4) associating/analyzing data or information, (5) communicating and (6) creating.

In the teaching and learning process, one important part that the teacher should do during the classroom activities is assessment. According to Brown (2003), assessment is an ongoing process that covers a much wider domain. In term of interactive reading, there are some kinds of reading assessment, namely: (1) cloze task, (2) comprehension questions, (3) short-answer task, (4) editing, (5) scanning, (6) ordering task and (7) information Transfer: Reading Charts, Maps, Graphs, Diagrams.

Media play an important role in the teaching-learning process. they are needed to reach the objectives of the teaching-learning process. Lever-Duffy and McDonald (2009: 61) state that media are technologies used to facilitate the teachers. The interesting media should be interactive. England and Finney (2011: 2) state that interactive multimedia is the integration of digital media including combinations of electronic text, graphic, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. According to Sutopo (2003), multimedia consists of several elements: texts, graphics, images, audios and videos. The type of interactive media used in this study is compact discs-interactive (CD-I).

There are some advantages of using interactive multimedia in teaching reading. According to Han (2010: 320-321), interactive multimedia is good for arousing students' reading interest and motivating students to study English. It can also turn a passive learner into an active one through stimulating the initiatives in learners. Furthermore, it can promote an advanced interactive model of reading. The interactive mode will yield the positive relationship among the teachers, students and the computer and provide the optimum classroom environment. The last, it is good to increase students' awareness in cultural differences and promote transcultural communication.

This study is relevant to the previous study conducted by Pratiwi (2011) that developed interactive multimedia and Constantinescu (2007) using technology to assist students in learning vocabulary and reading comprehension.

### **Research Method**

The needs analysis was conducted on November, 2014 at SMPN 2 Mertoyudan which is located in Japunan, Magelang, Central Java. This research study involved a group of Grade VIII students consisting of 31 students as the subjects of the research.

There were two data collection techniques implemented in this research. They were needs analysis and expert judgment. The needs analysis was done before the researcher developed the first draft materials while the expert judgment was conducted after the first draft materials have been developed.

The instruments to collect data were in the form of questionnaires. There were two types of questionnaires to collect data. The first questionnaire was made for obtaining the data for the needs analysis while the second questionnaire in the form of Likert scale was used to obtain the data about the appropriateness of the materials through the expert judgment. This research adapted the R&D model proposed by Jolly and Bolitho in Tomlinson (1998). The steps of this research were conducting needs analysis, developing course grid, developing first draft materials, materials evaluation, and writing final draft materials.

Data obtained from the need analysis were analyzed using frequency and percentage. The highest percentage was considered representing the students' condition. The quantitative data obtained from the expert judgment were analyzed through descriptive statistics while the results were calculated by using the formula proposed by Suharto (2006). The comments and suggestions in the expert judgment questionnaire were used to revise the first draft to become the final draft of the English learning materials.

## **Findings and Discussion**

To meet the students' needs and to develop reading materials appropriate for Grade VIII students of Junior High School, a needs analysis was conducted. The needs analysis was conducted by distributing questionnaires to the students. The questionnaires cover *Target needs* and *Learning needs*. In terms of target needs, the students admitted that they found it easier to learn reading by rearranging or completing sentences to make a good text. This reading activity helps the students' difficulty in vocabulary, grammar and how the texts are structured. They also wanted to have texts related to the daily life and answered comprehension questions. Regarding the learning needs, the students expected to have materials that involve audios and illustrations to motivate them in learning reading. Over half of the students chose to do the tasks in small groups. Further, the use of media such as computer was considered as an effective way in learning process. However, the teacher seldom used the computer or language laboratories to support the teaching and learning process. During the lesson, the students felt comfortable to ask their teacher and friends if they found difficulties in learning reading.

The data collected from the needs analysis were used as the basis for developing interactive reading materials. Before the materials are developed, the course grid was initially established as a guideline to develop the materials. The course grid covers basic competencies, topics, materials, input texts, activities and language focus. The course grid was, then, developed into three interactive reading materials.

The three units of reading materials focus on descriptive texts. Each unit consists of random number of tasks and follows scientific approach. It has five main parts. They are *Get Ready*, *Let's Read*, *Let's Do More*, *Let's Reflect* and *Let's Review*. This organization of the tasks is based on the one of the principle of Nunan's theory that is scaffolding. Nunan (2004: 35) states that:

“Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.”

In *Get Ready*, the students were provided with conversation about the topic being discussed. *Let's Read* was the main section. It provided several tasks to be done by the students. The students were also given a chance to comprehend the lesson by doing some more tasks in *Let's Do More* section. The developed materials were also completed with *Let's Reflect* section to evaluate themselves. There was a summary part at the end of the unit entitled *Let's Review*. The developed materials were, then, implemented in interactive multimedia to motivate students to learn.

The interactive learning media were, then, evaluated by experts to have some revisions in order to get a better one. The evaluation concerned on the materials and media aspects and was done by distributing questionnaires. The materials aspects were developed based on BSNP 2011 that evaluate the appropriateness of the content, the appropriateness of the language, the appropriateness of the methodology and the appropriateness of the lay-out. Meanwhile, the media aspects evaluate the design of the media, the quality performance of the displayed audio components and physical appearance and the effectiveness regarding the promotion of autonomous language learning. The result showed that the materials were appropriate for Grade VIII students of Junior High School.

## **Conclusions**

Based on the results of the needs analysis, the target needs of the students are as follows. The main goal of the students to learn English was to be able to communicate in English fluently. To support reading activity, the students wanted to have activities of rearranging and completing sentences to make a good text. Besides, they wanted to be able to comprehend texts related to their daily life by answering questions based on the texts. However, most of them still found difficulties in vocabulary, grammar and in how texts are structured. In terms of learning needs, the involvement of technology nowadays like computers are needed to support the teaching and learning activities. Regarding the data obtained from the questionnaires, the students admitted that they found it interesting and motivating to learn English which involve pictures/illustrations and audios. The use of computers is considered as an effective way to involve those features. The three units of reading materials focused on descriptive texts. Each unit consisted of random number of tasks and follows the scientific approach. It had five main parts. The materials were implemented in interactive multimedia. The interactive multimedia involved sounds, illustrations, pictures and an interesting display and activities to attract and motivate students in learning reading.

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