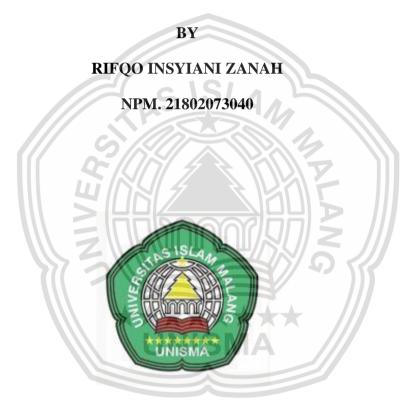# DEVELOPING SUPPLEMENTARY INTERACTIVE MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF RECOUNT: HISTORICAL TEXT IN TUMBUH KEMBANG SENIOR HIGH SCHOOL CANDIPURO LUMAJANG

THESIS

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ABSTRACT

Zanah, Rifqo Insyiani. 2021. *Developing Supplementary Interactive Media to Improve Students Reading Comprehension Skill of Recount;Historical Text in Tumbuh Kembang Senior High School Candipuro Lumajang* . Thesis, English Education Department, Postgraduate Program, University of Islam Malang, Advisor: (1) Dr. Hj. Mutmainnah Musthofa, M.Pd.

Key Words: Interactive media, recount text, reading skill.

Interactive media is now has become one of the essential instruments in the process of teaching and learning. Interactive media also called as learning media is all physical things that has a function to delivers materials such as books, videos, etc (Briggs, 1997). 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. The purpose of this study is to make the students comprehend *Recount:Historical text* better 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). They are analysis, designing, development, evaluation, revision, and try-out. The final product will be 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 herself. 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 assesed by the expert using a questionnaire and tried out to the students. The questioonaire and the Try-Out the analysed using SPSS.

The result of the questionnaires by the expert for the media was 94% with some revision. Meanwhile, the result of the result of the try out 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 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. The positive aattribute can be seen from the significance difference of the students when they learn recount text using the media. The researcher wished that the media can give benefits to the teachers and students. Furthermore, the researcher wish that this study can help other researchers in making better media to improve students reading or writing of recount text.

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Key Words: media interaktif, recount, kemampuan membaca.

Interactive media telah menjadi bagian penting dalam proses belajar dan mengajar. Interacive media yang juga disebut sebagai media pembelajaran adalah semua barang fisik yang memiliki fungsi untuk menyampaikan materi seperti buku, video, dll (Briggs,1997). Seiring dengan perkembangan teknologi, penelitian ini bertujuan untuk mengembangkan media pelengkap berupa media interaktif yang dapat membantu siswa dalam meningkatkan kemampuan pemahaman membacanya. Tujuan dari penelitian ini adalah agar siswa mampu memahami teks bergenre sejarah dengan lebih baik dan menghasilkan pedoman yang dapat membantu siswa dalam menggunakan media tersebut.

Penelitian ini mengadaptasi dua model penelitian dan pengembangan dari Latief (2017) dan ADDIE oleh Taylor (2004). Langkah – langkahnya berupa analisis, perancangan, pengembangan, evaluasi, revisi, dan uji coba. Produk akhir berupa media interaktif yang dapat dimainkan di perangkat android dan PC/laptop. Media tersebut merupakan hasil analisis kebutuhan yang dilakukan oleh peneliti sendiri. Setelah mendapatkan data dari hasil analisis dan informasi, dilanjutkan dengan penyusunan bahan dan perancangan produk. Langkah selanjutnya adalah mengembangkan draf pertama. Setelah itu, media dinilai oleh ahli dengan menggunakan angket dan diuji cobakan kepada siswa. Hasil dari kuesioner dan Try-Out, kemudian dianalisis menggunakan SPSS.

Hasil angket penelitian oleh uji ahli untuk mediainteraktif adalah 94% dengan beberapa revisi. Sedangkan hasil uji coba pemahaman membaca siswa sebelum dan sesudah menggunakan media interaktif adalah, $t=18,872$ dengan nilai signifikansi (sig.) 0,00 ($p<0,05$). Dari data tersebut dapat disimpulkan bahwa ada perbedaan yang signifikan yang dialami oleh siswa dalam pemahaman membaca, sebelum dan sesudah mereka menggunakan media interaktif.

Berdasarkan penjelasan di atas, dapat disimpulkan bahwa media interaktif memberikan dampak yang positif dalam proses pembelajaran. Dampat positif tersebut dapat dilihat dari perbedaan signifikan yang dialami siswa ketika mereka belajar teks recount menggunakan media. Peneliti berharap, media interaktif ini dapat memberikan manfaat bagi guru dan siswa. Selanjutnya, peneliti juga mengharapkan agar penelitian ini dapat membantu peneliti lain dalam membuat media yang lebih baik untuk meningkatkan kemampuan membaca atau menulis recount text oleh siswa.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

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.

Today, the case in learning English is becoming a major issue in Indonesia, even though English language is treated as a foreign language, it is a compulsory subject in all school levels. A statement given by TESOL (2008) affirms that "English is seen less and less as a "foreign" language, and more as an additional language. In other words, learning English is no longer viewed as something optional, but essential". This cannot be helped, since all of Indonesia's neighboring countries, major trading partners and international organizations to which Indonesia belongs is using primarily English as a means of communication, one of the factors of why learning English is becoming urgent for some people.

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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.

The majority of English classrooms in Indonesia always engage the learners with the activities that are related to those four skills. Teachers always try to stimulate the learners to make the learning process related with at least one of the four skills. For example, at least twice a week the teacher will focus on one skill, and then the next week will be followed by other skills. There are many approaches that can help the teacher in teaching the four English skills. Not only approaches, but there are also methods, strategies and media that can be used to help the success of the learning process.

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. The problem with reading also comes from the lack of vocabulary of the learners. Most of the learners do not have enough vocabulary collections in their brain that will help them make the process of reading easier. In reading an English passage, the learners are more preoccupied in looking at the meaning of each word, instead of trying to understand the text by context that makes the learners fail to comprehend the passage.

Aside from reading, writing is also being considered as one of the most difficult skills among the other skills because writing is a productive skill (Feez, 2002). Productive skill means that the students have to be able to produce the product of the skill. In writing, the students are expected to be able to produce the writing that is suitable with the genre of the topic being learned. One of the reasons why it is considered difficult is probably because it is already hard to produce a story in their first language, what more in the target language. Writing needs full concentration, but most of the time students just stare blankly at their sheet not knowing what to do with the paper.

English as a foreign language in Indonesia is being taught in every school starting from junior high school until university. Based on the High School Senior curriculum which is recommended by the government, every school in Indonesia wishes to use the K13 model of curriculum. According to the K13 curriculum, there are few genres of text being taught, for example narrative, descriptive, recount. Narrative text is an imaginative story with complications and resolutions. Descriptive text is a type of text used to describe people or place or noun. Recount text is a text to retell about experience or past events that happened. In this

developmental research, the writer will focus on the recount text: historical events.

Based on the K13 curriculum, writing skill is taught explicitly, as well as recount text. According to the basic competence of recount text, 4.2.7 *retelling a series of past events, usually in the order they occurred, expected to recounting a historical event*, the basic competence implies that students can retelling or recounting the past events such as historical event, for example *the battle of Surabaya and Bandung as sea of fire*. In the process of learning recount text, students are expected to be able to recount the recount text despite the use of vocabulary that is probably still strange for the students. By recounting, the students are expected to re-write the recount text that they have already learned. In this developmental research, the researcher will not only focus on the writing skill, but also reading comprehension. The researcher believes that by comprehending the reading process very well, the learners will be able to rewrite the passage easier.

In this developmental research, "Recount text: historical events" is chosen because recount text is 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 *recount text* difficult because the vocabularies are unfamiliar for them. The vocabularies in *recount text* tend to use unfamiliar vocabularies since the *recount text* tells about past events. Moreover, *recount:historical texts* do not use common vocabularies and most of the learners have difficulty in remembering the vocabularies. Another reason is the lack of literacy by the students. That is why the researcher will not only focus on writing skill but also reading skill as well.

Teacher, as one of the most important instruments, has to be as creative as possible to fix the problems. 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. The use of video games as learning media is expected to help the process of learning *recount text:historical events* by student easier. It is also expected to help the teacher in the process of learning.

The research will be done in tenth grade of senior high school. The previous study used by the writer is a study written by Istikharoh (2015) "*Developing Interactive Multimedia for Reading and Writing Learning Materials for Grade X Students of SMA N 2 YOGYAKARTA*". The result of the research

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shows that there's an improvement in students' reading. Another study reviewed for this research is done by Restining Andita Sari (2018) "*Media Pembelajaran Berbasis Permainan Edukatif Untuk Pembelajaran Menulis Teks Deskripsi Bagi Siswa Kelas VIII SMP*". Furthermore, in this research proposal the writer wished that the product can bring help to the students and teachers in need.

1.2 Purpose of The Research

1. Produce a media that can help the students of grade X senior high school improve their reading comprehension of *Recount text:Historical events*.

2. Produce a guideline of the product to support the effectiveness of the product.

1.3 Specification of the Product

The product of interactive media is expected to be a media that can help the learners of 10th grade to have better comprehension skills in reading historical text. The specification of the product is explained below:

1.3.1 The content of the Media

Generally, the content of the media contains aspects that include brief introduction in the form of menus in the media, technically and social perspective in terms of content (Sari, 2018). The content of the product can be divided into

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two, technical and content. Technically, there are two aspects of the content, there are: 1) The practice of the reading comprehension, 2) The re-writing practice of the recount text.

The content of the product itself can be differentiated into two: 1) the learning process that is being presented in the form of interactive media to improve students reading skill in accordance with the basic competence of the subject. The basic competence 3.2 *recounts historical events: the battle of Surabaya and retelling a series of past events, usually in the order they occurred*. In order to reach the goal, the game is expected to help students in having better comprehension about historical text, recounting the historical events and add the knowledge of the students' vocabularies. 2) The content of the product is presented in three stages, there are pre-reading section, reading section, post-reading section.

The first stage is pre-reading. 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 pre-reading activities will have five sections to enhance vocabularies. 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 content consist of: (1) Short explanation of recount text, including the characteristic and the structure of the text; (2) Reading the recount text about historical events that already provided in the game, the text will already divided into the structure of the recount text; (3) The text will be divided into

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different cards according to the structure randomly, the students will be asked to arrange the cards in the right order.

1.3.2 The Format and the Characteristic of media display

The format of the media display will be explained as follow:

1. The media display is in the form of 3 dimensions.

2. The media display will include the visualization (illustration, audio visual) that will be adjusted with the needs of the students.

3. 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 that make each scene appealing.

4. The characteristics of the media display will be informative and entertaining. The media in the form of games will give practices of reading and recounting the text in a fun way.

1.3.3 Media Menu Structure

1. The product will consist of three menus. The first one will be the cover of the game. The second menu will be the content of the product. The third menu will be the evaluation that consists of questions about the text.

2. The product will consist of three activities. The first activity is pre-reading, the second is reading the recount text, and the third activity is post-reading.

3. The menu that is provided in the product will be made to support and develop students' reading and writing skills. The product will help the students to be more active and interested in reading the recount text.

4. The product's main display is audio visual.

1.3.4 The mechanism of the Media

The product in the form of interactive media will be released in a type of android game. The game will be released in .apk format which can be spread easily by messaging applications such as WhatsApp. The students as the user of the video will be asked to install the game into their android phone. The learning process of recounting text in this study will be done using an integrative approach.

In this game-based media will be presented by three steps of the game so that the students will be able to read and rewrite the recount text of historical events. Students as users need to surpass the game of word that is already presented in order to improve the students reading of recount text, there are pre-reading, reading activity, and post-reading activity. More detail of the mechanism of the product will be explained below:

1. In the pre-reading activities, students will practice the vocabularies that are related to the historical text. The step of this activity as follow:

a. Read the list of verbs

b. Choosing the right vocabulary for the pictures provided

c. Guessing the synonym / antonym

d. Finishing the puzzle

e. Exercise by answering the questions

2. In the reading activity, the students are expected to read the historical text with better comprehension. The steps of this activity as follow:

a. Students will be shown with the recount text of historical events and read it.

b. Students will answer the questions according to the text.

3. In this post-reading activity, students will learn about the structure of the historical text in order to support the writing activity. The activities as follow:

a. Read about the material.

b. Choosing the right structure.

c. Re-write stories according to the pictures provided.

The various activities are made in order to improve students' reading skill of recount text. Moreover, students are expected to have more vocabularies that are related to historical events, so in the future they will not get confused. The activities are also expected to increase students' memory of the things that they

read and be able to construct sentences through pictures. The product will also be followed with the video as guidelines on how to use the game.

1.4 The importance of Educational Research and Development

The development of the product game-based for recount text is made in order to make the process of learning the recount text of historical events easier. The game is expected to make the process of learning more fun and motivate the students. The development of the students will bring its own advantages to the students, teacher, and the researcher.

For the students, this interactive media product is made to make the process of learning easier for the students. The game-based system is adjusted with the students' needs and current trends. Seeing that the students are so active in the world of gaming, the game is expected to give more motivation to the students in learning the historical event of recount text. Furthermore, the game hopefully will help the students to remember things easily and have a better understanding about recounting the text of historical events.

For the teacher, the presence of the game hopefully can give a big help to the teacher in teaching recount text of historical events. Besides that, the game is expected to make the process of teaching less complicated for teachers, not only make the process of teaching and learning easier but can make the process of teaching and learning more fun and simple.

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For the researcher, the development of the game is included into positive activity. When the interactive media is doing well in the process of learning and teaching, the researcher is expected to be more motivated to make other products to help the process of teaching and learning, hopefully.

1.5 Assumptions

The assumptions of developing the game as media for learning process of recount text as follow:

1. The interactive media will give a positive effect to the teacher and students.

2. There will be improvement in students' reading and writing skills of recount text especially about historical events.

3. The game will give students more collections of vocabulary and improve the students' memory in remembering things.

1.6 Definition of key-terms

Some definitions are being written in order to clarify some key-terms that are important in this study. The definition of key-terms as follow:

1. **Interactive media**: a tool in the form of 3 dimensional with visualization (illustration, audio visual) that can be played in android device to help teachers and students in the learning process.

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2. **Reading comprehension**: A complex process of reading where the readers not only read, but also understand the meaning beyond the text, so the readers can truly understand the meaning behind the text being presented, especially historical text.

3. **Recount text**   : One of genres of text which re-tell about past events.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains the analysis of the final product and some recommendations based on the result.

1.1   Conclusions

The final product of the research and development is an interactive media for tenth grade students in senior high school. The objective of this research is to produce an interesting media that can help the students of grade X senior high school improve their reading comprehension of *Recount text: Historical events.* The researcher hopes that this supplementary media has benefits for the students and the teachers.

In the process of developing the material, there are several procedures that were adapted from Lateen and ADDIE. The procedures are the research and information collecting (need analysis), designing, and developing the first draft, expert validation, revision, try-out and the final product. Those steps must be in order.

The need analysis is based on the information from the students and teacher. Therefore, the data collected for need analysis describes what is needed by the students. The design is a process of collecting materials based on need analysis. Then, the developing media is according to the draft.

The next step is the expert validation. In these procedures, the product is evaluated and tested for its appropriateness for the learners. The result of the questionnaires by the expert for the media was 94% with very good criteria even though has some revisions. Meanwhile, the result of the try out 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 significance difference in students' reading comprehension, before and after they use the interactive media.

The researcher also made a guidelines for the product. The guidelines made in order to avoid confusion for the students and teachers who want to play the media. There is two guidelines made by the researcher, the first one is a guideline on how to install the media, the second one is a guideline on how to play the media.

1.2   Recommendations

The researcher has suggestions for the teachers, students and further development.

For the teachers, this interactive media contains activity that is suitable with the process of learning in the era 4.0. This supplementary media can help the process of reading historical text easier and more effectively. Beside this supplementary media will help the teacher to find the process of learning more fun.

For the students, this supplementary media will help them to learn reading easier. Historical text is a text that is not easy to comprehend, but this interactive media will help the students to comprehend the text better.

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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