

Interactive English Learning with Multimedia at YPK Karya High School Tangerang

Aprillia

aprillia.prl@bsi.ac.id

Endang Sri Andayani

uthegypts@yahoo.com

Chodidjah

chodidjah86@gmail.com

Universitas Bina Sarana Informatika

ABSTRACT

In the world of education, multimedia is used as an effective, attractive, efficient, and easy-to-use learning media in terms of learning assessment. Currently, the method of learning English at YPK Karya High School is still face-to-face and textbooks, the difficulty of students cannot listen to the speech and vocabulary sentences conveyed by the teacher and cannot write the vocabulary sentences correctly, therefore researchers make alternative English learning with multimedia, as an easy and interactive learning solution. The model used is ADDIE, and there are 5 stages: analysis, design, development, implementation, and evaluation. The subjects in this study were 1 principal, 2 teachers, 3 students. The methods used to collect data were interviews and observations. After obtaining the results of the analysis, the researcher designs the device requirements and multimedia design with the aim of providing a complete picture of the application. The design was performed using the Flash Professional CS5 application, an application specifically designed to create animation, and Photoshop 7.0 for image creation. Finally, the application for failures, system errors, and application maintenance. The results of the research on interactive learning English with multimedia are very helpful for students of SMA YPK Karya Tangerang because it is simpler and easier to repeat.

Key words: English; Multimedia; ADDIE.

INTRODUCTION

Every child has different learning habits. In general, a person's learning habits are influenced by personality variables. Many parents do not understand effective learning methods for their children and get angry quickly when dealing with children who are less responsive to the learning given; therefore, it is necessary to understand the personality of a child first. Learning English is quite complicated if your basic understanding is not good. However, if you understand well, learning English will be much easier. Here are the basics of learning English that must be

understood to help those who are learning English learn tenses, listen, read, write, and speak. The method for learning English at SMA YPK Karya Tangerang used by teachers in delivering English lessons is by writing letters on the blackboard and then pronouncing each sentence. This teaching method is considered less effective because students become bored, and some students are less able to capture and receive delivery from teachers who are less interested in presenting learning because they use blackboard media.

Multimedia is a form of moving visuals that can be used to explain subject matter that is generally difficult to convey. One of the most effective ways to overcome problems in conveying the introduction of English to students is to design interactive learning multimedia. Researchers use the ADDIE model, which has five stages: (1) analyzing English language problems through interviews and observations; (2) obtaining the results of the analysis; designing (design), device requirements, and multimedia design with the aim of providing a complete picture of the application; (3) developing and implementing designs using Flash Professional CS5 applications specifically designed to create animation and Photoshop 7.0 for image creation; and (4) evaluating the application to determine whether there are failures, system errors, and application maintenance. The results of the research on interactive learning of English with multimedia are very helpful for students of YPK Karya Tangerang High School because it is simpler, more understandable, easy-to-use, and can be repeated.

LITERATURE REVIEW

Currently, learning methods for children offer a variety of unique, creative, and innovative education methods. Not to be left behind, the digital era also offers several alternatives for learning. Alternative learning media include the internet, books, and other media such as interactive CDs. These media have several advantages in practice, such as not being bound by time and being available anytime and anywhere. In his book (Sugandi, Achmad, 2014), he states that learning is a translation of the word "instruction," which means self-instruction (from internal) and external instructions (from external). External learning, among others, comes from teachers who are called teaching. In external learning, the principles of learning automatically become the principles of learning.

According to previous research (Santi Isma Trisna, 2014), learning media are now increasingly advanced and developing. Both in manufacturing technology, delivery, and media. One of them is Hijaiyah Letter Recognition. Learning games for children need to be improved both in intensity and media. To increase the intensity and efficiency of delivery, auxiliary media must be packaged in an attractive, relaxed, and interactive manner. One way to do this is to package them in a game format.

According to (Firdaus Septiana, Tresnawati Dewi, 202 C.E.), interactive multimedia made using the Sutopo-Luther version of the multimedia development

methodology is a generic application where users can change the content according to their needs, either changing text, menus, logos, backgrounds, images, or videos, so this application can be reused by other companies.

METHOD

This type of research is development research (research and development). The model used in this research (Darmayasa I Kadek, Jampel I Nyoman, 2018), ADDIE, has 5 stages, starting with analysis of data from interviews with related parties (analysis), designing designs (design), designing into program code (development), integrating designs into programs and testing (implementation), evaluating applications to determine whether there are failures and system errors, and application maintenance.



Figure 1. Research design using the ADDIE model

The selection of the ADDIE model is because the flow in this model is systematic and very easy-to understand. The subjects of this research amounted to six people: one principal, 2 English teachers, and 3 students. The techniques used in collecting data in this study were interviews, observation, and documentation. Interviews were used to determine the problems faced by the teachers and students. Documentation is used as evidence for the research results.

According to Seels and Glasgow (Azhar, 2004), interactive media suggests that: interactive media is a delivery media system that presents recorded video material with computer control to an audience (students) who not only hear and see video and sound but also provide an active response, and that response determines the speed and sequence of presentation. Interactive media includes audio-visual elements (including animation) and is called interactive because it is designed to involve an active user response.

RESULT AND DISCUSSION

The initial activity carried out by researchers before developing this learning medium was to conduct a need analysis in the form of field observations. The results obtained by conducting observations showed that the lack of student interest in learning affected their learning outcomes. One sign can be seen in the lack of enthusiasm among students when the teacher enters the classroom. In addition, the teacher conveys English learning by writing letters on the blackboard and then pronouncing each of these sentences. This was done only a few times, so it was less

able to attract students' attention, and the learning material was monotonous and less up-to-date. This teaching method is considered less effective because students become bored, and some students are less able to capture and receive delivery from teachers who are less interested in presenting learning because they use blackboard media.

English learning is something that happens more often in real life. Students can think logically, but only with things that are concrete; this is not in accordance with existing theory. Therefore, appropriate learning media are required to convey theoretical and practical material explicitly and completely. Media can help students think logically with the help of real examples or learning multimedia.

The stages of developing English learning multimedia applications at YPK Karya High School use the ADDIE development model. The first stage is analysis. At the analysis stage namely analyzing the problems of learning English for students and media analysis, based on the results of the analysis, it was found that the ability to listen, write, and speak English was still lacking. In addition, there is a lack of learning media that can facilitate children's independence. From the results of observations and interviews with principals and teachers, there is a problem in the delivery of English learning vocabulary that is less clear in acceptance or lack of understanding and learning media that are less varied to increase students' English vocabulary knowledge. There are still some students who do not know the English vocabulary well.

Interview Implementasi Pembelajaran Bahasa Inggris
Pada SMA YPK Karya Tangerang

General information:

a. English teacher's name:

b. Kelas yang diajarkan :

No.	Pertanyaan	Ya	tidak
1	Apakah ada perangkat pembelajaran untuk mata pelajaran bahasa Inggris? Jika ada, sebutkan perangkat yang digunakan?	ada	tidak
	Jawaban anda:		
2	Sudah diterapkannya aktivitas pembelajaran yang menggunakan teks/cerita berbahasa Inggris?	ada	tidak
	Jawaban anda:		
3	Bagaimana tanggapan murid-murid saat pembelajaran bahasa Inggris berlangsung?		
	Ada tidak		
	Jawaban anda:		
4	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang mendukung kemampuan berkomunikasi (communicative) siswa?	ada	tidak
	Jawaban anda:		
5	Apakah murid-murid anda tertarik dalam pembelajar bahasa Inggris?	Ya	tidak
	Jawaban anda:		
6	Apakah guru melakukan tanya jawab untuk mengetahui respon?	ada	tidak
	Jawaban anda:		

Figure 2. Interview sheet

From the results of observations, interviews, and document analysis conducted by researchers, the teacher repeats sentences or words in English, but only a few children can clearly listen. Some children are still unable to make simple vocabulary sentences, or vocabulary sentences that they already have learned but have combined with sentences that they have long learned.

The second stage is the design. At this stage, the display design is needed to process information and convenience users so that it can be understood by them. Thus, this display design can provide information in accordance with the objectives to be achieved. The tools used to design use the Flash Professional CS5 application, which is specifically designed to create animations, and Photoshop 7.0 for image creation. The following is a picture of the flow of the application.

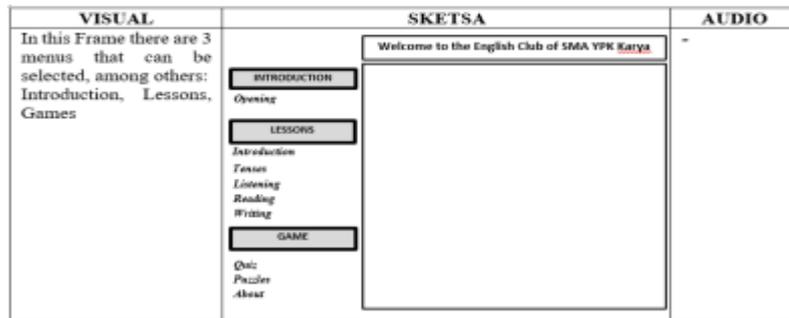


Figure 2. Main Menu Storyboard

The third stage is development; at this stage, the implementation of media development is adjusted to the design. The results of the software's development into multimedia applications are presented in the figure below.



Figure 4. Main Menu Storyboard

In Figure 4, this main menu display contains 3 menus: the introduction menu has an opening menu, the learning menu has a background menu, tenses, listening, reading, and writing, and the game menu has a quiz menu (multiple choice and word search), puzzle games, and a maker background.

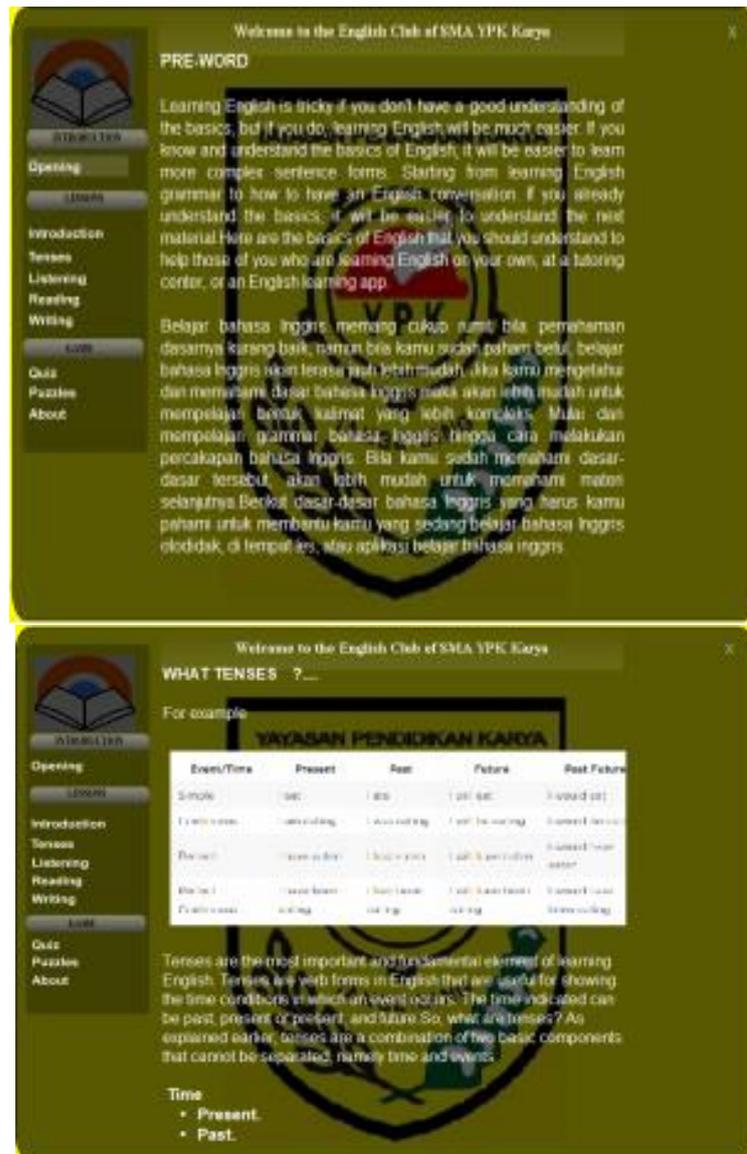


Figure 5. Learning Menu

In Figure 5, the learning menu displays the background menu related to learning English correctly and discussing conversations or tenses.



Figure 6. Quiz Game Menu

In Figure 6, the quiz menu is displayed, and students can choose quizzes in the form of multiple choice and word searches. The purpose of this quiz is to evaluate whether students can master it well.

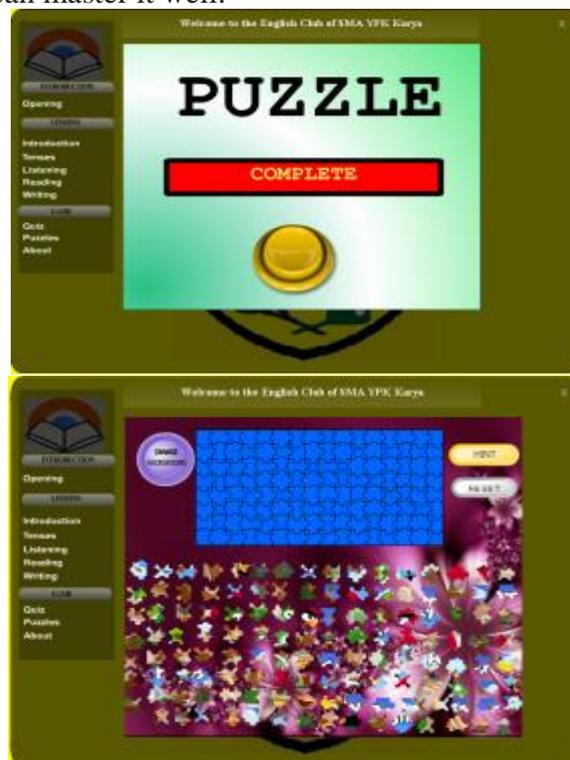


Figure 7. Game Menu Arranging Pictures

In Figure 7, the display of the game menu arranges the image as part of the improvement of the English learning application so that students do not feel bored and can learn by using the application.

The fourth stage is implementation. At this stage, the application is tested, and the test results applied to students and teachers at YPK Karya High School are feasible for application in the learning process. This is due to several factors, namely as follows: English language learning in the form of multimedia can increase students' interest in learning, especially in early childhood. This is due to the attractiveness and clarity of the material that is well packaged so that it can convey information in the form of English vocabulary to students. The use of multimedia for this learning makes students feel happy and interested because, in addition to learning material, there are also games to measure the level of ability of students and other factors. Students can also repeat lessons either while studying or outside school. The following are some questionnaires for testing applications for students at YPK Karya Tangerang High School:

Table 1.
Questionnaire on Interactive Multimedia Applications for English Language Learning

<i>No.</i>	<i>Questions for students</i>	<i>Yes</i>	<i>No</i>
1.	Is the animation interesting?		
2.	Is this multimedia easy-to understand?		
3.	Can this animation be used as an alternative method of learning?		
4.	Are the exercises too difficult?		
5.	Is the voice in this application clearly heard?		
6.	After viewing this application, did you find it easier to learn hiragana letters?		
7.	Have you used this animation more than twice?		
8.	Is this animation appropriate for the lesson?		
9.	Are there any buttons that cannot be used?		
10.	Is the explanation of the material sufficient?		

The following are the results of the questionnaire on interactive multimedia applications for learning English at YPK Karya Tangerang High School:

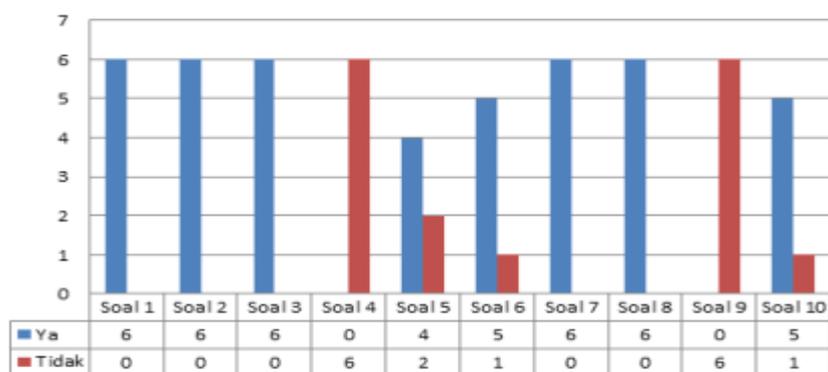


Figure 8. Graphical display of students' questionnaire

CONCLUSION

Based on the explanation described, the following conclusions can be drawn:

1. With this interactive multimedia application for learning English, the learning process becomes more interesting and interactive.
2. Interactive learning media created only text and games.
3. Through this application, students can understand the material presented on an attractive and easy-to-use display.
4. This interactive multimedia is very user-friendly and uses backgrounds and animation combined with various software.
5. Adobe Flash Professional is a program that can create games or other animation as an alternative to learning.

REFERENCES

- A, A. (2004). *Media Pembelajaran*. Raja Grafindo Persada. www.kajianpustaka.com/2013/04/pengertian-teknik-dan-perancangan.html
- Darmayasa I Kadek, Jampel I Nyoman, S. A. H. (2018). Pengembangan E-Modul Ipa Berorientasi Pendidikan Karakter Di Smp Negeri 1 Singaraja. *Jurnal Edutech Undiksha*, 6, 53–65. <https://ejournal.undiksha.ac.id/index.php/JEU/article/view/20267/12329>
- Firdaus Septiana, Tresnawati Dewi, D. D. J. (202 C.E.). Perancangan Aplikasi Multimedia Interaktif Company Profile Generic (Studi Kasus CV. GANETIC). *Jurnal Algoritma*, 9. <https://jurnal.itg.ac.id/index.php/algoritma/article/view/10/10>
- Santi Isma Trisna, S. (2014). Pembuatan Game Pembelajaran Pengenalan Huruf Hijaiyah Di Taman Kanak-Kanak (TK) Az-Zalfa Sidoharjo Pacitan. *Jurnal Speed – Sentra Penelitian Engineering Dan Edukasi*, 6(7–11). <https://ijns.org/journal/index.php/speed/article/view/1122>
- Sugandi, Achmad, D. (2014). *Teori Pembelajaran*. UPT MKK UNNES.