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THE PRACTICE OF INTERACTIVE MULTIMEDIA TO IMPROVE STUDENTS PROCEDURE TEXT LEARNING

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Abstrak

Di era pendidikan berbasis teknologi, sangat penting untuk memahami efektivitas media interaktif dalam meningkatkan pemahaman siswa tentang jenis teks tertentu. Penelitian ini bertujuan untuk mengkaji praktik media interaktif terhadap hasil belajar siswa di SMP IT Wahdah Islamiyah Makassar mengenai teks Prosedur. Subjek dalam penelitian ini adalah 20 siswa Kelas IX B1. Penelitian ini menggunakan penelitian studi kasus pra-eksperimental/one-shot untuk membandingkan hasil pembelajaran. Metode pengumpulan data adalah hasil prestasi akademik siswa dan catatan lapangan yang dianalisis secara kuantitatif. Temuan menunjukkan perbedaan yang signifikan dalam pemahaman siswa saat menerima instruksi dengan multimedia interaktif dibandingkan sebelumnya. Siswa setelah diajar menggunakan multimedia interaktif menunjukkan tingkat pemahaman yang lebih tinggi tentang Teks Prosedural. Oleh karena itu, penggunaan multimedia interaktif dalam pengajaran Teks Prosedur sangat dianjurkan karena secara signifikan meningkatkan pemahaman siswa dan diterima dengan baik oleh siswa. Meskipun integrasi multimedia interaktif di kelas meningkat, masih ada kesenjangan dalam memahami dampak spesifiknya terhadap hasil belajar siswa untuk Teks Prosedural.

Kata kunci: *Multimedia Interaktif, Menulis, Teks Prosedur, Hasil Belajar, Paddlet.*

Abstract

In the era of technology-based education, it is crucial to understand the effectiveness of interactive media in enhancing students' comprehension of specific text types. This study aims to examine the practice of interactive media to student learning outcomes at SMP IT Wahdah Islamiyah Makassar regarding Procedure texts. The subjects in this study are 20 students of IX B1 Class. This study used pre-experimental/one-shot case study research to compare learning outcomes. The data collection method is the academic performance outcomes of the students and field notes analyzed quantitatively. The findings showed significant differences in student understanding when receiving instruction with interactive multimedia then before. Students after taught using interactive multimedia show a higher level of understanding of the Procedural Text. Therefore, the use of interactive multimedia in the teaching of Procedure Texts is highly recommended as it significantly improves students' understanding and is well received by students. Although the integration of interactive multimedia in the classroom is increasing, there is still a gap in understanding its specific impact on student learning outcomes for Procedural Texts.

Keywords: Keywords: *Interactive Multimedia; Writing; Procedure Texts; Learning Outcomes; Paddlet.*

Introduction

In the modern day, incorporating technology into the classroom has become crucial to improving the educational process (Alenezi et al., 2023) .The swift progression of digital tools and resources presents unparalleled prospects for educators to craft more captivating and efficacious pedagogical approaches. The usage of interactive multimedia is one of the most innovative and promising ideas in this field (Rojas-Sánchez et al., 2023). The integration of interactive features with text, graphics, music, and video in multimedia formats has the power to revolutionize teaching methods and greatly enhance students' learning experiences (Alzubi, 2023).

Traditional teaching approaches rely on static textbooks and teacher centered approaches, which may not effectively capture students' attention or cater to their diverse learning styles (Anna et al., 2023) .As a result, students may struggle to follow complex procedures and may not fully grasp the concepts of being taught (Teaching Reading Comprehension to Students with Learning Difficulties, n.d.). Technology and multimedia resources have become a major focus in the development of education, which has an impact on the teaching and learning process (Vako et al., 2023). The exploration and discussion of particularly important because of its significant impact on academic achievement, particularly for junior high school students(Astatke et al., 2023) . As technology continues to shape the world of education, understanding how interactive media can enhance the learning experience is crucial (Rachmadtullah et al., 2023).

Multimedia consists of a combination of more than one type of media, such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations, which are usually used with technology to improve understanding or memorization (Kamoru Abiodun, n.d.). It supports verbal instruction with the use of static and dynamic images in the form of visualization technology for better expression and (“Supplemental Material for Static Versus Dynamic Representational and Decorative Pictures in Mathematical Word Problems: Less Might Be More,” 2024)

The use of interactive multimedia in education is especially pertinent to language acquisition, since it can solve a number of issues with traditional teaching approaches (Zhao, n.d.). Writing technique texts have always been taught at the esteemed Islamic junior high school SMP IT Wahdah Islamiyah Makassar using conventional methods. These techniques frequently involve lectures, written assignments, and sporadically the use of multimedia resources. Although these methods have their advantages, they usually fall short of completely involving students or appreciable gains in their writing abilities. (Hisey et al., 2024).

At SMP IT Wahdah Islamiyah, teaching writing procedural texts is usually done by having students view instructional films or listen to their lecturers provide information in a passive manner. Videos have the potential to be rather entertaining, but they don't have the interactive components needed to fully engage students in the learning process). Because of this, many students struggle to understand the complexities of writing procedural manuals, which results in less than ideal learning outcomes.

Furthermore, rather than encouraging critical thinking and problem-solving abilities, traditional education techniques frequently place an emphasis on memorization and rote learning (Lu, 2024).When writing procedure manuals, students frequently recall the stages without fully comprehending the reasoning behind each step (Greetham, n.d.). This method

may result in students having a cursory understanding of the subject, which makes it challenging for them to apply what they have learned in many situations. In addition, students may become less motivated and interested in the subject matter if they don't have access to interactive and hands-on learning opportunities (May et al., 2023).

Studies have indicated that when students actively participate in the learning process and the learning environment fosters contact and collaboration, they learn more successfully (Qureshi et al., 2023), by including elements that force students to actively participate in their learning, such as simulations, interactive diagrams, and quizzes, interactive multimedia can create such an environment (Rehman et al., n.d.). These features enable students to practice and apply what they have studied in a dynamic and engaging fashion, which can help them get a deeper comprehension of the subject matter and improve their ability to create procedural documents.

Interactive multimedia can also accommodate a variety of learning requirements and styles (Tzenios, n.d.) For example, graphics and animations can be helpful for visual learners, while sound effects and narration might be helpful for auditory learners. Interactive exercises that require kinesthetic learners to move things or accomplish tasks can be a fun way to engage them (Iswandhary, n.d.) Interactive multimedia can foster a more diverse and productive learning environment by taking into account different learning preferences(Kadek Suartama et al., 2020).

Practicing more interactive platforms to improve the learning process in light of these constraints (Kumar et al., 2021). Students can actively participate in their learning in a dynamic and engaging atmosphere while using interactive multimedia platforms, implementing more interactive platforms to improve the learning process in light of these constraints (Donath et al., 2020). Real-time feedback, interactive activities, and multimedia content that may accommodate different learning styles are all made possible by these platforms (Salem, 2022) Teachers can create a more immersive learning environment that improves student comprehension and retention of procedural writing skills by utilizing interactive multimedia (Kustyarini et al., 2020).

In the students of SMP IT Wahdah Islamiyah Makassar, there is a difference in how interactive media helps students understand the Procedure Text. One of the problems found is that learning outcomes are not comparable to conventional teaching methods when multimedia interactivity is used. One of the teachers said that students are more interested and excited when I show material in the form of videos, as well as pictures. This gap suggests that a thorough investigation is needed about the potential impact of multimedia interactivity on learning and knowledge retention in Procedure Texts(Latifa, n.d.).

In previous research, education experts have said that the use of interactive media in learning can increase student engagement, help them understand the material, and motivate them to learn (Ah Nur, 2021) . The use of media technology in the educational process can change the way of learning (Ammade et al., 2023). By applying media technology in the educational process, students not only receive real experiences, but can also integrate those experiences into their learning (Asad et al., 2021). However, specific research on how the use of interactive media impacts the understanding of students of SMP IT Wahdah Islamiyah Makassar about the Procedure Text still needs to be done.

There is still a noticeable lack of interactive multimedia application in the teaching of writing procedure texts, even with the increasing amount of studies demonstrating its efficacy in the classroom (Hasanah et al., 2023) . This is especially true when it comes to Islamic junior high schools such as SMP IT Wahdah Islamiyah Makassar. Prior research has mostly concentrated on the application of interactive multimedia for teaching other language skills or in more general educational settings (Mansyur et al., 2023). Research

specifically examining how interactive multimedia might be used to enhance students' proficiency in writing procedural texts is lacking(Salem (2022).

In conclusion, SMP IT Wahdah Islamiyah Makassar's use of interactive multimedia into the teaching of writing procedure texts is a promising solution to the drawbacks of traditional teaching techniques. This study intends to add to the expanding body of information on educational technology and its application in language acquisition by examining the effectiveness of these tools, thereby improving the educational experiences and outcomes for students in this particular environment.

By investigating the practice of interactive multimedia on students' learning in writing procedure texts at SMP IT Wahdah Islamiyah Makassar, this study seeks to close this gap. Through the implementation and evaluation of interactive multimedia platforms within this particular educational context, the study aims to offer significant outcomes into the efficacy of these tools in augmenting students' writing abilities. The results of this study may also be used to inform the creation of innovative curriculum and more successful teaching techniques that use interactive multimedia to enhance language learning outcomes in comparable educational settings.

Research Method

This research presented pre-experimental/one-shot case study research to compare learning outcomes to assess how the practicing of the interactive multimedia enhances students' composition skills for procedural texts. SMP IT Wahdah Islamiyah Makassar was the site of the research, which was done with a focus on classes IX B1 2023–2024 school year. This school ensures a holistic approach to education by integrating academic information with memorization and Quranic values in all of its classes.

The main research instrument used to collect data were field notes and the academic performance outcomes of the students. English writing assessments centered on procedural texts were used to gauge academic achievement. The research was conducted at SMP IT Wahdah Islamiyah Makassar with a focus on class IX B1, consisting of 20 students as the experimental group. No control group was used. Data were collected through English writing assessments centered on procedural texts and field notes. The assessments were administered twice: once as a pre-test to set baselines and once as a post-test to gauge the effectiveness of the intervention. Students were introduced to the topic and the use of interactive multimedia tools such as Quatrl, Canva, and Padlet prior to the assessments.

Finding and Discussion

Using Heaton's writing scoring rubric, which assesses content, vocabulary, grammar, spelling, and punctuation/mechanics before tabulating results into the National Education Standard scoring system, data collection for this study was concentrated on evaluating students' progress in writing process texts. In order to enhance the interactive multimedia learning experience, students were advised to bring internet-connected devices such computers and cellphones.

Before the assessments, students were given guidance and explanations about the information to be covered, as well as instructions on how to use various interactive multimedia tools to help them study. Despite some difficulties, the students responded enthusiastically to this preparatory session. For example, network troubles periodically created delays, and students needed more time to navigate Canva and select different elements inside the application.

Pre-test Result

Data collection in this study focused on assessing students' progress in writing process texts using Heaton's writing scoring rubric, which analyzes content, vocabulary,

grammar, spelling, and punctuation/mechanics before tabulating scores into the National Education Standard scoring system. To aid in the interactive multimedia learning process, students were urged to bring internet resources such as laptops and smartphones.

The findings highlight the usefulness of including interactive multimedia into procedure manuals for improving students' writing skills and creating a dynamic learning environment. The findings also emphasize the limitations of traditional teaching methods in obtaining similar results, underlining the importance of creative educational approaches that use digital technologies to improve learning experiences and outcomes.

Students also have difficulty using varied and precise vocabulary. Most students often make spelling and grammar mistakes, indicating limitations in language mastery. They also often use simple, repetitive words, which indicates a lack of writing ability.

This pre-test shows the difficulties students face in writing procedural texts before the intervention is given. These results are a strong basis for using interactive media as a teaching aid. It is hoped that this medium can help students overcome problems and improve their writing skills significantly. The pre-test writing performance of the students was displayed in table 1.

Table 1. The Classification of Students' Pre-Test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	-	-
2	70-84	Good	1	5%
3	55-69	Fair	8	40%
4	40-54	Poor	6	30%
5	0-39	Very Poor	5	25%
Total			20	100 %

The pre-test findings demonstrated that students' first abilities to write procedural texts differed significantly. None of the students received a "Excellent" score (85-100), indicating a lack of exceptional skill in producing process texts prior to the intervention. Only one student (5%) scored in the "Good" range (70-84), indicating that very few students had a great understanding of writing procedure texts.

Eight out of twenty students, or 40% of the total, were classified as "Fair" (55–69). This suggests that while many students could write procedure documents with an average level of comprehension and ability, they still needed to develop. Furthermore, six students (30%) received "Poor" ratings (40–54), indicating significant challenges in writing procedural texts. Finally, five students (or 25%) received a "Very Poor" (0–39) classification, demonstrating a grave deficiency in their ability to write procedure documents.

With most students scoring in the Fair to Very Poor category, these pre-test results demonstrated the students' overall poor level of writing skill. The necessity for a successful intervention to enhance their writing abilities is shown by these baseline statistics. The

interactive multimedia-based intervention sought to rectify these shortcomings by offering a more captivating and dynamic educational setting.

Post-test result

Before the assessments, students were given guidance and explanations about the information to be covered, as well as instructions on how to use various interactive multimedia tools to help them study.

Table 2 The distribution of frequency and percentage of post-test

No	Score	Classification	Frequency	Percentage
1	85-100	Excellent	8	25%
2	70-84	Good	12	75%
3	55-69	Fair	-	-
4	40-54	Poor	-	-
5	0-39	Very Poor	-	-
Total			20	100%

These pre-test results demonstrated the students' overall poor level of writing skill, with the majority scoring in the Fair to Very Poor category. This baseline data highlights the need for an effective intervention to help them improve their writing skills. The intervention, which utilized interactive multimedia, sought to address these weaknesses by creating a more engaging and participatory learning environment.

Following the intervention, the post-test results showed that the group improved significantly more than before. The post-test data show a significant improvement in students' writing skills. In the "Excellent" category (85-100), 8 students (25%) received the highest scores, showing a significant improvement in their skill. The majority of students, 12 out of 20 (75%), received "Good" scores (70-84), indicating a significant increase in their writing skills. Interestingly, no students fell into the "Fair" (55-69), "Poor" (40-54), or "Very Poor" (0-39) categories, demonstrating the success of the interactive multimedia intervention.

The extensive study of post-test results using Heaton's writing scoring rubric demonstrated improvements in content richness and relevance, vocabulary usage, grammatical accuracy, and spelling and punctuation. These increases indicate that interactive multimedia tools like Quatrl, Canva, and Padlet helped students acquire comprehensive writing abilities through active involvement and real-time feedback.

The results after the test showed that the ability to write procedural texts improved significantly. Various aspects of writing show this progress. This includes understanding the structure of the text, the proper use of language, and the ability to convey directions logically and clearly. Students better understand the sequence of steps in the procedural text, which makes their writing more coherent and easy to understand. The use of more diverse and precise vocabulary has also increased, which indicates that language mastery has improved.

But during the intervention process, there were several obstacles. One of them is the limitations of the sometimes unstable internet, which makes it difficult for some students

to access interactive multimedia content. In addition, it may take longer for some students to adapt to the use of new technology. Students are not significantly affected by these barriers, but with the right help and guidance, they can overcome these issues and still show significant improvement in their writing abilities.

Overall, the findings after the test showed that using interactive media to teach procedural texts successfully improved students' writing skills. To ensure that learning objectives are not hampered, challenges that arise during the intervention process can be addressed in an appropriate way. These results support the argument that interactive digital technology can help learning and improve student learning outcomes.

Conclusion

The results of this study show that the use of interactive media when teaching procedural texts significantly improves students' writing ability. The use of interactive digital technology not only improves students' understanding of procedural texts but also creates a more cooperative and motivating learning environment. The data showed that interactive multimedia interventions improved students' writing skills. As proof that this method is effective, most students are able to achieve the "good" to "excellent" category in the post-test assessment.

It is recommended that educators at SMP IT Wahdah Islamiyah Makassar and other educational institutions consider incorporating interactive multimedia into their curriculum. This method has been proven to improve student learning outcomes, especially in writing procedural texts. Teachers must get adequate training in the use of various interactive multimedia tools such as Quatrl, Canva, and Padlet to support effective implementation. This training will help teachers in designing and delivering material in a more interesting and interactive way.

Various types of texts and subjects must be included in interactive multimedia-based teaching materials. Further research is needed to evaluate the long-term impact of the use of interactive multimedia on student learning outcomes. The study can cover a variety of educational contexts and age groups to gain a better understanding of how effective these methods are.

Additionally, educational institutions must ensure that adequate technological infrastructure, such as smooth internet access and sufficient digital devices, is in place. This is important to support the learning process based on interactive multimedia. By considering the above recommendations, it is hoped that the use of interactive media in schools can continue to be developed and optimized to have a wider positive impact on students' academic development.

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