# Interactive Multimedia Development in Learning of Film Review Text for 8th Grade Students in Senior High School (SMP) 1 Tanjungmorawa

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**Abstract:** *This study aims to produce interactive multimedia development in learning of film review text for 8th grade students in Senior High School (SMP) 1 Tanjungmorawa. The research method uses Research and Development method which refers to the development of the Borg and Gall which was modified by Sugiyono. The results of the validation of material experts on the feasibility of the content obtained an average of 90.7% in the category of "Excellent" aspects of the feasibility of the language obtained an average of 100% with the category of "Excellent". For the assessment of the results of interactive multimedia validation by media experts an average of 84.7% with the category of "Excellent". Product trials are carried out in two stages: small group trials and limited field trials. Small group trials obtained an average percentage of 86.6 with the "Excellent" category. Limited field trials received an average percentage of 88.4 in the "Excellent" category. The effectiveness of teaching materials is obtained through student learning outcomes in the pretest and posttest. average score at pretest 44 and at posttest 77. This proves that interactive multimedia is feasible, easy, and effective for 8th grade students in Senior High School (SMP) 1 Tanjungmorawa.*
**Keywords:** *multimedia; interactive; film; text review; development*

## I. Introduction

The process of implementing education has undergone improvements. The government has carried out these improvements in the context of improving the quality of education to achieve national education goals. The purpose of national education as formulated in Law No.20 of 2003 concerning the national education system states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state.

The government and institutions engaged in education have made various updates and improvements on a national scale. One of the improvements made by the government is the change in curriculum, namely changes in the Education Unit Level Curriculum *(KTSP)* changed to the 2013 curriculum. With the publication of the 2013 curriculum this means changing the educational paradigm. Through the 2013 curriculum education will be directed to develop the potential of learners to have four competency scopes, namely; (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills.

In addition to changing the educational paradigm, the 2013 curriculum was also designed to welcome the 21st Century learning model. Therefore, teachers are required to create learning models. Teachers must be more creative in conveying subject matter to students. It is the dedication, creativity and ability of the teacher that greatly influences the success of the learning process. However great technology advances, the teacher has a very important role in the learning process. The role of the teacher, among others, is as a source of learning, as a facilitator and as a manager.

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One of the intended teacher creativity is being able to design various learning media that are suitable for certain learning materials. Sanjaya (2008: 23) said that the teacher can carry out the role as a facilitator in the learning process, many things must be understood in the use of various media and learning resources, including understanding various types of media and learning resources along with the functions of each media, having skills in designing a media, able to organize various types of media and can utilize various learning resources by using various media options that are considered suitable with the subject matter, and teachers are required to have the ability to interact with students.

The use of learning media by utilizing information and communication technology has an important role so that it can help the learning process activities. However, the implementation is not utilized properly by teachers. The development of multimedia learning subject is one of the efforts made in improving the quality of learning processes (Arqam, 2019). In addtion, Risnawati (2018) finds that the developed learning media was very valid, very practical, and very effective to facilitate students' mathematical understanding ability. The use of print media (printed books) and lecture methods are still quite popular in learning today. This differs greatly from the characteristics of the 21st century and the curriculum related to the use of information technology in the learning process. Permendikbud No. 22 of 2016 concerning basic and secondary education process standards contains 14 learning principles that are used in accordance with graduation standards and content standards, one of which is the use of information and communication technology to improve the efficiency and effectiveness of learning.

The reality on the ground is that the use of information and communication technology has not been implemented properly by teachers. This is evidenced by the results of preliminary observations made by researchers on Wednesday, January 23, 2019 at Senior High School *(SMP)* 1 Tanjungmorawa at 10:00 am, through an interview with Ellina Wati, S.Pd as the principal of Senior High School *(SMP)* 1 Tanjungmorawa. She said that the facilities and infrastructure at Senior High School *(SMP)* 1 Tanjungmorawa were adequate, this was evidenced by the availability of a projector, laptop and 2 computer laboratory rooms, each with 20 units per room.

The interview was also conducted with Norma Siagian, S.Pd as an Indonesian language teacher in 8th Grade Students in Senior High School *(SMP)* 1 Tanjungmorawa. It was revealed that learning at Senior High School *(SMP)* 1 Tanjungmorawa only used printed media based learning in the form of textbooks. The use of instructional media in accordance with technological developments using computers has not been implemented by teachers.

Researchers see that the teacher teaches only using print media (textbooks) that cause students to feel bored so they are less enthusiastic when the learning process takes place. The atmosphere of learning in the classroom looks monotonous and unattractive, out of 32 students only 8 students were active in responding to the questions given by the teacher during the learning process.

Based on direct observations during the learning process it can be concluded that teachers do not yet have the skills to develop learning media by utilizing available school facilities. Teachers tend to only use print media, making students unmotivated in learning because the ongoing learning process only uses the same learning media, Indonesian textbooks.

# II. Literature Review

## 2.1 Definition of Text

Text is a complete expression of the human mind in which there are situations and contexts. According to Halliday (in Muchtar, 2012: 89), "text as a product is text that is seen as an outcome that can be expressed with certain terms". While Kridalaksana (2011: 238) states that the text is: (1) the most complete unit of language that is abstract, (2) a row of sentences, words, and so forth that form utterances, (3) utterances produced in human interaction. Judging from the three definitions of the text stated above it can be said that the text is a unit of language that can be written language and can also be spoken language that results from human interaction or communication.

The text of a review or review is writing whose contents weigh or assess a work written by someone else (Isnatun & Farida, 2013: 57). Reviews are often termed scales, reviews, and reviews. According to Dalman (2014: 229), review is a term used to judge whether a book is good or not. In this case, what is assessed are the strengths and weaknesses of the book. According to Rosidi (2009: 60), reviewer is an effort to appreciate the writings or works of others by giving comments objectively. Review text is the type of text used to review a work in the form of films, books, or other objects to determine the quality, strengths, and weaknesses (Educative Team, 2013: 61). According to Keraf (in Dalman, 2014: 229), a review is an article or a review of the value of a work or book.

Etymologically the reviewer comes from Latin, which is the verb revidere and recensere which means to look back, weigh, or judge From the term it refers to the same thing, namely reviewing the book. In Indonesia, reviews are often termed book scales, book reviews, book reviews, book reviews, and so on.

Kosasih (2014: 203) said that the review text is a text in which there are a number of interpretations, comments or comments about an object. Written review reviews are generally published in the mass media such as in newspapers or magazines. The form can be in the form of reviews, essays , or editorial. According to Mahsun (2014: 22-23), the review text is part of the response text which has the social purpose of discussing two or more points of view. Students are trained to think critically in responding to a work such as a book, film, drama or music performance, works of art, and other works. Poerwanantana (Sudarman, 2008: 220), the reviewer raised the work of others to be placed in their proper place.

## 2.2 Learning Media

The media is an intermediary or messenger of messages from the sender to the recipient of the message. Gerlach and Ely said that, "when understood in broad outline the media are human, material, or events that establish conditions that make students able to obtain knowledge, skills, or attitudes" (Arsyad, 2005: 3). Learning media must increase student motivation and stimulate students to remember what they have learned, in addition to providing new learning stimuli. Good media will enable students to provide feedback, feedback, and encourage students to do the right practices.

Kemp and Dayton (in Arsyad, 2005: 20) revealed that teaching media can fulfill three main functions if the media is used for individuals, groups or large listening groups, namely (a) motivating students' interests and actions to pay more attention to lessons; b) presents information that is more concise and easy to understand, (c) gives instructions to students to be more active and learning run effectively.

Etymologically, the word "media" comes from the Latin "mediaus" which literally means "middle". In Arabic the media is an intermediary or introduction of messages from the sender to the recipient of the message (Arsyad, 2015: 3). Asra (2007: 5) said the same thing with Arsyad about the notion of media, but Asra separates the notions of "media" and "learning" based on purpose, that the word media in "learning media literally means an intermediary or introduction, whereas the word learning is interpreted as a condition created to make someone do some learning activities. Learning media provides an emphasis on the position of the media as a vehicle for channeling messages or information and learning to condition one's learning.

According to Wiarto (2016: 3), "learning media is a learning tool used to convey information to students that aims to make students know. From these statements, the notion of instructional media is described based on interim goals, Gerlach and Ely (1971: 3) describe learning media based on three outlines and their objectives namely, learning media when understood broadly are humans, materials and events that build conditions that make students able to obtain knowledge, skills or attitudes. In this sense, teachers, books, texts, and the school environment are media that can be used in learning.

## 2.3 Interactive Multimedia

Etymologically multimedia comes from multi words (Latin, nouns) which means many, various kinds, and medium (Latin) which means something that is used to convey or carry something. Simply put, multimedia is defined as more than one media. According to Mayer (2009: 3) Multimedia is defined as the presentation of material using words as well as images, what is meant by words here is the material is presented with verbal forms or verbal forms. Multimedia can also be defined as a medium that combines two or more elements of media consisting of text, graphics, images, photos, audio, video and animation in an integrated manner. In line with the above opinion, Asyar (2012: 75) defines multimedia as a combination of: ( 1) text, (2) graphics, (3) art, (4) sound, (5) animation, and (6) video sent by computers or other electronic equipment.

Based on the opinions of experts, it can be concluded that multimedia is a combination of various media (file formats) in the form of text, images (vector or bitmap), graphics, photos, audio, sound, animation, and video in an integrated manner that is packaged into digital files ( computerized). In the use of multimedia requires hardware (hardware) that serves to facilitate the delivery of material and software (software) that contains the programs to be delivered. In addition, it can also involve tools that support the multimedia system in order to get a full audiovisual presentation.

Multimedia learning allows computer users to get output in a richer form than conventional media. According to Sharon, Lowther and Russell (2012: 172) state that computers provide very fast responses to student input, have a great ability to store and manipulate information, and are incomparable in their ability to serve many students simultaneously. Computers also have the ability to control and integrate a variety of media images, motion, graphics, and sound, as well as print information.

Interactive multimedia is a multimedia that is equipped with a controller that can be operated by the user, so users can choose what they want for the next process. Examples of interactive multimedia are: interactive learning multimedia, game applications and so forth. While learning is defined as the process of creating an environment that allows the learning process. So in learning the main thing is how students learn. Learning in terms of students' mental activities in interacting with the environment that results in changes in behavior that are relatively constant.

# III. Research Methods

This type of research is quantitative descriptive research. This research is a type of research development (Research & Development). According to Sugiyono (2016: 297), "Development research methods or in English Research & Development is research methods used to produce certain products, and test the effectiveness of products". In this research that will be developed namely interactive multimedia learning media designed using the Adobe Flash Professional CS5 program that suits the needs of students. Subjects in this study are students of 8th Grade Students in Senior High School *(SMP)* 1 Tanjungmorawa, validator of learning material, media validator and eye teacher Indonesian language lessons at Senior High School *(SMP)* 1 Tanjungmorawa. The object of this study is the media for learning text reviews with interactive multimedia content.

# IV. Discussion

The choice of development in the form of interactive multimedia was because the use of interactive multimedia in learning is one way to create learning that prioritizes student activeness, this is because interactive multimedia was a learning tool that contains material and how to evaluate systematically designed, besides that using interactive multimedia can makes studying text reviews not boring.

This statement was supported by the results of research researchers based on 88.4% student response questionnaire states that by using this interactive multimedia could make learning text reviews become not boring so it could be said that interactive multimedia developed could be used as a supporter of the independent learning process by students.

From the explanation above, it could be seen that the use of interactive multimedia could make it easier for students to understand the material. Based on this, the researchers chose to develop interactive multimedia products. Interactive learning multimedia developed can be used in the process of learning to write text reviews.

From the aspect of assessment in product trials obtaining an average percentage of 86.6% in small group trials and 88.4% in field trials included in the category were very feasible based on these results it can be said that the interactive multimedia developed has benefits in the learning process, interactive multimedia can increase a sense of mutual understanding and sympathy in the classroom, produce significant changes in student behavior, show the relationship between subjects and the needs and interests of students by increasing student motivation to learn, bringing freshness and variety to student learning experiences, making learning outcomes are more meaningful for a variety of student abilities and encourage meaningful use of subjects by means of improving learning outcomes;

Based on the explanation that had been explained above it could be said that the interactive multimedia that was developed already reflects good media and was suitable for use in the learning process. The material in interactive multimedia was delivered in a language that is easily understood by systematic material preparation.

The effectiveness of interactive multimedia text reviews was obtained from student learning outcomes. Student learning outcomes are known to be a multiple choice test. This test aimed at the extent to which students were increasing in textual material. This test was conducted on 32 students. This test was also done in two stages, namely pretest and posttest.

The posttest conducted obtained data that the students' score before using multimedia multimedia had not yet reached its completeness. This was known from the average value which is the average value obtained which was 44 is in the category of "Unsatisfied".

The description of each value of 32 students who were the subjects of the study was presented as follows. First there is 1 student who scores 65-74. Secondly there were 6 students who score 55-64. The details of these student grades were 6 students who score 60 with enough categories. Thirdly there were 26 students who score from 0-54. The details of the student scores were 8 students who scored 30 in the less category, 12 students scored 40 in the less category and 6 students scored 50 in the less category.

The posttest conducted obtained data of student grades after using interactive multimedia. This was known from the average value obtained by 77 with a good category. When viewed individually from the 32 students there were 21 students who received complete grades in the excellent category. The remaining 11 students received grades below completeness in either category. From the results obtained information that after after learning is supported by interactive multimedia, students also increasingly understand the review text material

The description of each value of 32 students who were the subjects of the study was presented as follows. First there were 6 students who scored 85-100. The details of these student grades are 6 students who scored 90 with very good categories. Secondly there were 17 students who score 75-84. The details of these student scores were 17 students who scored 80 in the good category. Thirdly there were 10 students who score 65-74. The details of these student scores were 10 students who score 70 with the Medium category. Fourth, there were 1 students who get 55-64. The details of these student grades were 1 student who scored 60 in the poor category.

Student learning outcomes had increased significantly after using multimedia interaction text reviews in learning activities. It was known that the average value of students before using interactive multimedia (pretest) was 44 and at the time after using interactive multimedia (posttest) was 77. Based on these data obtained a significant difference in the increase of 33%.

## V. Conclusion

Based on the results of research and discussion that has been presented, it can be concluded that the use of interactive multimedia in the review text material at *Senior High School (SMP) 1 Tanjungmorawa* is declared effective. This is evidenced from the student achievement test in the review text material. At the time of the pretest obtained an average of 44 and at the time of the posttest obtained an average of 77. The difference between the pretest and posttest is 33% which indicates that learning using interactive multimedia on the text material review is better than before.

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