THE DEVELOPMENT OF LECTORA INSPIRE BASED INTERACTIVE LEARNING MULTIMEDIA IN TEACHING WRITING RECOUNT TEXT FOR EIGHTH GRADE STUDENTS IN SMP NEGERI 35 MEDAN

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ABSTRACT

The aim of this study was to develop the interactive learning multimedia by using lectora inspire for eight grade students at SMP Negeri 35 Medan. This study was conducted by using Research and Development (R & D) design through six stages; gathering data and information, need analysis, designing interactive learning multimedia, validating by the experts, revising and final product. The subject of the study was eighth grade students in SMP Negeri 35 Medan. The data were gathered by administering interview to an English teacher and distributing questionnaire to 29 respondents to get the students' needs. The questionnaire result prove that the students need English media in learning writing which can stimulate students' ability and develop writing skill. The product has been validated by an English lecturer and an English teacher with the interval was 4.6. The product was categorized as "Very Good" interactive learning multimedia of writing personal recount text as its positions in the interval $4.20 \leq x \leq 5.00$. The final product of this study was an interactive learning multimedia of writing personal recount text in the form of an executable (.exe) packaged on a CD (compact disk).

Keywords: Lectora *Inspire, Interactive Learning Multimedia, Research and Development (R & D), Writing Personal Recount Text*

INTRODUCTION

Background of the Study

Nowadays in this modern era, education in Indonesia has been influenced by the development of technology as a sign of the existence of the industrial revolution 4.0. In the field of English education, for instance, the teachers have to understand and able to use technology to help the students in the teaching-learning process. Furthermore, the innovation of technology information and

communication supports the achievement of an effective teaching-learning process.

In the education world, one of the innovations of the integration of technology information in teaching is by using digital media. Digital media can be extensively used to support classroom activities, group assignment, and thereby promote students – centered learning.

So, teachers as educators should be able to apply the digital learning media to help the students in mastering the fourth skill in learning English. One of the English language skills is writing which students can express their ideas in written form. There are some kinds of genre in writing; one of them is recount text.

Based on Dirgeyasa (2016:2) stated that recount text is the form of text to tell an incident or event in the past in chronological order or sequence. In the eighth grade of junior high school, based on the basic competence that students should be achieved in writing English subjects. One of them is writing recount text. Students are expected to be able to compile and write recount texts very shortly and simply, related to personal experiences in the past (personal recount), by paying attention to social functions, generic structures, and language features, correctly and in context.

In teaching English, teachers are required to be able to develop, create, and control situations that allow students to do the learning process. The process carried out aims to improve human resources. One way to achieve this is by supporting the learning media.

Learning media is one of the tools to improve the quality of education in the learning process. The use of learning media creatively will increase the ability of students to learn more to understand what is learned well. Good learning media can encourage student learning motivation, clarify and facilitate abstract concepts, and enhance the absorption of the subject matter.

However, based on the preliminary observation on March, 13rd 2020 in SMP Negeri 35 Medan that was by interviewing the English teachers about the

media especially in writing recount text, teachers still use conventional media such as books, pictures, and sometimes using PowerPoint. Besides, the use of technology is still not optimal. Some teachers in schools especially English teachers still lack mastery of computers or laptops, so the use of technology-based learning media has not developed yet. The problems that occur in the environment of SMP Negeri 35 Medan especially in eighth grade can be explained that the lack of innovative media for the use of instructional media. As time goes by, teachers must be demanded to be more creative and innovative in developing learning in the classroom by the 2013 curriculum that has been implemented in schools.

The researcher also found that some of the students did not pass the minimal mastery criteria (KKM) in writing recount text. The minimal mastery criteria are 75 but some of the students got a score under 75 which means failed. It showed that the teaching-learning of English in the classroom has not achieved the goals set.They needed the motivation to attract them in the writing process of learning. One of the ways that can help is the innovation of media in the teaching process.

Based on the results of observations and interview, the researcher tried to provide alternative solutions to solve these problems by developing learning media in the form of interactive learning multimedia based on Lectora Inspire by utilizing computers as a means of teaching and learning activities in class especially in learning to write recount text for eighth grade students. The learning media was developed by using the Lectora Inspire application in learning to write eighth grade recount text SMP Negeri 35 Medan. This is hopefully contributed to help to teach the learning process of writing recount text so that students' writing ability got better in the future.

REVIEW OF LITERATURE

1. Learning Media

Learning media is one of the important and main components in the learning process. In general, learning media is a tool used to convey a message or intent or information from the speaker to the audiences. As stated by

Soeparno (1988: 1), learning media is a tool used as a channel to convey a message or information from a sourcer to the receiver. According to Miarso (2004: 458) provides a limitation of learning media as everything that is used to channel messages and can stimulate students' thoughts, feelings, concerns, and abilities to encourage the occurrence of learning processes that are intentional, purposeful, and controlled.

2. Interactive Learning Multimedia

Interactive learning multimedia is a teaching delivery system that presents recorded video material with computer control to the audience (students) who not only hear and see video and sound but also provide active responses and those responses that determine the speed and sequence of the presentation (Seels and Glasgow in Arsyad, 2002: 36).

So, it can be concluded that interactive learning multimedia is a set of digital technology-based hardware and software that is used in a single unit to describe information messages and create two-way active communicative aims to facilitate the learning process, both the delivery of material, practice, and learning assessment.

3. Lectora Inspire

Nowadays, the development of technology is increasing. There are more creative and innovative applications are appearing. This has a positive impact on the world of education. The uniqueness of multimedia-based learning media makes it easy for education to improve the quality of education.

One product of technological development is the presence of Lectora Inspire software. According to Wikipedia, Lectora is an authoring tool software for e-learning content development developed by Triviants Corporation. Lectora can be used to create online training courses, assessments, presentations, and can convert presentations from Microsoft PowerPoint into e-learning content. Lectora is very easy to use in developing Interactive Learning Multimedia content.

Based on Mas'ud (2014:1) stated that Lectora Inspire is an authoring tool software to develop E-Learning content which is developed by Triviants Corporation which was founded by Timothy D. Loudermilk in Cincinnati, Ohio, USA in 1999. Lectora can be used to create online course training, evaluation, presentation, as well as to convert presentation in Microsoft PowerPoint into E-Learning content. It is really easy to use in developing interactive learning media content. Contents developed by Lectora Inspire software can be published into several forms such as HTML, Single File Executable, CD-ROMS, and E-Learning standards such as SCROM and AICC. This software is also compatible with the Learning Management System basis (LMS).

4. Writing

Hyland (2000:172) stated that writing is a process to develop our ideas to think explicitly about how to organize and express our thought, feeling, and ideas in way of compatible with wished reader's expectations. Specifically, writing is one kind of expression in the language which is created by a particular set of symbol, having conventional values for representing in wording pf particular language which drawn up visually. Furth more, Borwn (2000) stated that writing needs a process of thinking, drafting, and revising that necessity specialized skill and produce good writing. This activity cannot be done in a short time, but need some stages in the process of writing.

Besides, Harmer (2007:86) remarks that writing is a process that what we write is often heavily influenced by the constraints of genre, then these elements have to be present in writing learning activities. In this case, writing activities can be present in the classroom.

From all the statements above, it can be concluded that the skill of writing is someone's ability to express his/her ideas, thought, and felling in form of words so that the readers can know and understand the message inside.

5. 2013 Curriculum

The curriculum is the foundation or reference for each learning process because of the 2013 curriculum, the learning process can be well planned so that

the learning objectives can run effectively and efficiently. According to Tarigan (2013: 98) states that the curriculum is a pedagogical formulation that includes the most important and most important in the context of the teaching and learning process.

In the 2013 curriculum, there are core competencies and basic competencies which are levels that must be taken by students to arrive at the education unit level of competency. The teacher in each subject uses basic competencies to develop knowledge in students as well as being a reference in every learning that is carried out.

The basic competencies that have been determined by the researcher based on the 2013 Curriculum are the basic competencies in English subjects for eighth grade students of SMP namely 4.11.2 basic competencies about compiling simple oral and written recount texts related to personal experiences in the past.

6. Recount Text

Based on Dirgeyasa (2016:2) stated that recount text is a text that retells events or experiences in the past. In the literary term, the experience is what do, feel, hear, read, even what we dream. Simply recount is defined as a type of text composed to give information about the past activities.

Based on Dirgayesa (2016: 3) stated that, the generic structure of recount text are; (a) orientation, this element consisted of a theme or topic to be informed to show readers and to attract their attention and interest, (b) events, this element element consists of a sequence of events in which to provoke details about event informed or describe chronologically, (c) re-orientation, This is the last element consists of the ending of the story functioning to show personal attitude about the activities or event informed or told of record of the event. It is a matter of conclusion with a personal attitude.

Research Methology

This study had been conducted by using Research and Development (R&D). The study aims to develop an interactive learning media for teaching writing

recount text to the eighth grade students in SMP Negeri 35 Medan. The subject of this study was the eighth- grade students in SMP Negeri 35 Medan which was located at Jl. William Iskandar Pasar V Medan Estate. The class consisted of 29 students. The instruments of collecting data were observation, interview the English teacher, and the questionnaires contained students' needs and validation about media by the experts. The technique of analyzing data were qualitative and quantitative of questionnaires.

RESEARCH FINDINGS

This study was aimed to create an interactive learning multimedia by using Lectora Inspire based on the students and also the teacher's needs. The interactive learning multimedia that made by the researcher done in several steps. The step planning consisted of preparing the material based on the students' needs and 2013 curriculum, designing the storyboard, and designing the multimedia in Lectora Inspire. The interactive learning multimedia created by using Lectora Inspire 17. The interactive learning multimedia consisted of some menu namely home, instruction, competency, material of personal recount text, activities to increase students' knowledge, complement to help students remembering about the material, final assessment consisted of multiple choice, short answer question, and essay test, reference of material, and creator of developer.

The following are the explanation of each menu in this multimedia:

a. Home

At the beginning of the first part is a welcome display to enter the next part has completed of the Medan State University logo, material name, date and time, menu navigation buttons and other navigation, junior high school student photos, and the words "Recount Text Material about unforgettable experiences for eighth grade students of junior high school". There is the" Start "button to enter the next section. The background in multimedia is orange because the color can attract the eye to become a single focus. With its strong appeal, this color can be said to symbolize passion, optimism, and great strength. Whereas in the world of education,

this color has used to improve student performance and productivity because of the enthusiasm, it creates to increase the interest of students.

Figure 4.2. Home Menu of Interactive Learning Multimedia

b. Instructions

In the user manual section, there is a slide has contained of the functions of each buttons such as the "next, back, exit, home, and help button" with an explanation of its function. Besides, there is an explanation of the menu in the multimedia and notification of a final assessment to know students' understanding of the material.

c. Competency

In this section, there are two slides have contained the basic competencies regarding personal recount text for eighth grade students from junior high school, namely 3.11 *"Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personalrecount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya"* and 4.11.2" *Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks"* and the existence of learning goals as the basis for student achievement in mastering the material

d. Material

In this section, there are seven slides;

1) Main view

The first slide displayed several menu buttons in the material, so students can click the button to get the material content according to their needs based on the questionnaire sheet. There are six buttons, namely, what is recount text button, social function button, generic structure button, language features button, example button, and grammar zone button.

a. Material and the example of personal recount text

This section, consisted of the explanation of what recount text is, the social functions its, generic structure its, language features its, examples related to the students' experience, and there is grammar zone has contained of grammar in the form of simple past tense, an example of recount text, and then there is the exercise for students to see students' understanding of the use of grammar used in writing recount text. In this exercise also, students immediately got the score after filling in all the fields and submitting their answers.

e. Activities

This section consisted of seven activities that aim to encourage students to understand recount text and be able to write personal recount text based on their experiences. The activities here contain a preview slide with seven activity buttons that students can open in any order or according to their wishes.

The seven activities contained in this multimedia are as follows:

1) Look At to Me

This slide displays videos related to personal recount text. After that, there is activity 1, where the students asked to find the ten past verbs (verb 2) and then change them into infinitive verbs (verbs 1). Activity 2, students asked to pay attention to personal recount text and then answer the questions related to the text. Activity 3, students asked to match some text with pictures that match the text. Then the students

have asked to compile the text into a good and correct recount text based on their own words.

2) You Can Do It!

This section has intended to encourage students to write their recount text based on their unforgettable experiences. This activity consisted of 4 activities. In the first activity, students asked to complete a frame that contains several questions to stimulate students' ability in writing recount text. The second activity, the students asked to write draft of their personal experiences based on the frame. The third activity, students are asked to check the results of their writing by exchanging their writing with their friends and checking according to the sign in the multimedia and asking their teacher for comments and suggestions. In the last activity, after students got a comment from the teacher, students have to fix them. Students asked to correct their writing and post their written on thebulletin board.

f. Complement

This menu consisted of vocabularuy, reflection, and summary menu. my dictionary menu show some vocabularies related to the material, Then the reflection sheet is used to refresh students' knowledge of the material that has been previously studied and a summary function to increase students' memory of the material that has been provided briefly.

g. References

This section contains a bibliography of material and images' sources

h. Final Assessment

In this section, ten multiple-choice questions have used to determine students' abilities in understanding the material that has presented in multimedia. The final assessment has completed with four choices for each question. Participants cannot continue to the next question before answering the question but can return to the previous question. The final assessment is also equipped with a time that runs backward of about 20

minutes and displayed the score after the student has answered all the questions.

i. Creator

It's contained of profile information from the developer

The final product is developed based on the suggestions by the experts into an interactive learning multimedia of writing personal recount text in the form of an executable (.exe) packaged on a CD (compact disk) which included material, video, audio, pictures, and students' final assessment to know students' knowledge about the material.

Table 1. The Result Data of Experts Validation of Learning Video

No	Item Assesses	Experts validation (Mean)
1	Multimedia aspect	4.7
2	Activities aspect	4.8
3	Setting aspect	4.3
4	Layout aspect	4.7
5	Design aspect	4.7
	Total Score	23.2
	Average Score	4.6

From the table above, it shows the average score experts' validation from the lecturer and the teacher. They validated the media related to the five aspects given by the experts is 4.6, so the assessment of the indicators is"Very Good" as its positions in the interval $4.20 \leq x \leq 5.00$. In general, based on the validation of the experts, their materials were appropriate to use by the eighth grade students of SMP Negeri 35 Medan.

DISCUSSION

This study is aimed at developing interactive learning multimedia for teaching writing personal recount text by using Lectora Inspire for eighth grade students in SMP Negeri 35 Medan. After going through development steps to produce a learning media product, so it makes the personal recount text learning multimedia by using the Lectora Inspire application. The stages of development are (1) gathering the information and data, (2) need analysis, (3) media design, (4) validating to experts, (5) revising, and (6) final product adapted by the theory of Gall and Borg (2003) about research and development.

The interactive learning multimedia developed by the researcher is appropriate and related to the students' interest based on their need analysis. Analyzing the students' needs based on their interests is one of the ways to improve their learning motivation to increase their skill in studying English, especially in writing personal recount text.

Conclusion

Based on the results of research and discussion, it can be concluded that the procedure for developing interactive learning multimedia by using Lectora Inspire in teaching writing recount text for eighth grade students in SMP Negeri 35 Medan adapted by the theory of Gall and Borg (2003). Produced interactive learning multimedia by using Lectora Inspire. From the results of the experts' assessment, the average rating is 4.6, so it is categorized as "Very Good" as its positions in the interval of $4.20 \leq x \leq 5.00$. So, it can be concluded that interactive multimedia based by used Lectora Inspire is appropriate for use in teaching writing personal recout text for eight grade students in SMP Negeri 35 Medan.

Based on the results of the research obtained, the researcher convey several suggestions; (1) to the English teachers, media is one of the things that affect the success of a teaching and learning process, especially in recount text material. Therefore, the teachers of junior high school in teaching writing should use interesting media like interactive learning multimedia by using Lectora Inspire to increase students' interests. They also should try to develop English learning

media, which appropriate to the needs of the students and interests. And the last, the teachers should be able to use the technology in creating the media for the teaching and learning process, (2) the students to stay enthusiastic in terms of learning English because English is one of the international languages. They can use interactive learning multimedia by using Lectora Inspire to help their enthusiasm and motivation to improve their ability in writing recount text because they can learn about the material at their home before starting the teaching-learning process, (3) to other researchers,this research only produces learning media software, so further research has needed to determine the effect of using this interactive learning multimedia on student achievement and they can use this research as the reference for their study to conduct about writing recount text.

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