

**INTERACTIVE MULTIMEDIA DEVELOPMENT
FOR TEACHING WRITING DESCRIPTIVE TEXT
TO JUNIOR HIGH SCHOOL STUDENTS**

SKRIPSI

By

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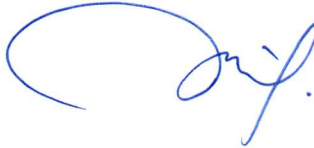
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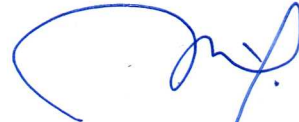
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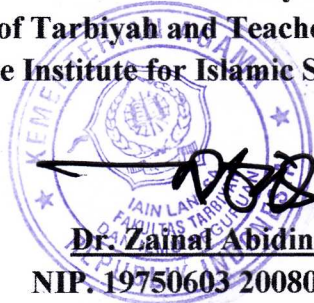
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“Interactive Multimedia Development For Teaching Descriptive Text To Junior High School Students”** untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 16 Februari 2022

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Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. The researcher sincerely appreciates all the critics and suggestions and will accept all of it.

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The objective of this research was to develop an interactive multimedia for teaching writing descriptive for the seventh grade SMP Swasta Dwi Tunggal. This research was classified as a research and development (R & D) study. The procedures were conducting needs analysis, designing the program, validating to the experts, revising, and producing final product. The subjects of the research were thirty-five students. The instruments for collecting the data were questionnaires (a needs analysis questionnaire and expert judgment questionnaires). The results of the data collection were analyzed quantitatively by using the descriptive statistics. The result of this study was an interactive multimedia for teaching writing descriptive texts for the seventh grade SMP Swasta Dwi Tunggal. The findings of this study showed that the interactive multimedia for writing writing descriptive texts has met good characteristics. It was indicated by the mean score of the expert judgements for the content, media, and interactivity aspects. The mean score for content aspect was 94.3%, which was in the excellent category. The mean score for the media aspect was 92%, which was in the excellent category. Furthermore, the mean score for the interactivity aspect was 93.3% which was in the excellent category. As result, the average score expert's validation on content aspect, media aspect, and interactivity aspect, given by the experts was 94%, so the assessment of the indicators was excellent. It means that the developed media can be categorized as relevant or appropriate for grade VII SMP Swasta Dwi Tunggal.

Key words: Research and Development (R&D), Interactive Multimedia, Descriptive Text

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The process of producing text (writing) is considered difficult compared to other language skills because in writing put forward receptive elaboration (listening and reading), and then towards the production of ideas into words. Suparno and Yunus (2008) explained that writing can be defined as "A communication activity using written language as a medium".¹ Therefore, writing skills are an important thing that must be mastered by students by writing, students can improve their quality in college. The process of making qualified students can begin by fostering and developing the ability to write sentences, essays, or paragraphs in English. Writing is an activity of expressing ideas, thoughts, experiences and knowledge into the form of notes using characters, symbols or symbols that are created systematically so that they can be easily understood by others.

To accomplish the objectives of English Language Instructing (ELT) in Indonesia today are planned as follows: (1) fostering the understudy's capacity to impart in the objective language orally and recorded as a hard copy precisely and fittingly in the four language abilities in an assortment of settings for differed purposes utilizing a scope of text types and language capacities; (2) outfitting the understudies with sufficient information about texts, especially friendly capacity, text

¹ Suparno, Yunus Muhamad. 2002. "*Keterampilan Dasar menulis*". Jakarta :Universitas Terbuka

design, syntax, and jargon; and (3) creating OK way of behaving in private, social, scholastic, and expert settings. (Sarwanti, 2016).²

The accompanying areas show how the objectives above can be accomplished by carrying out the logical technique in the educating of English comprising of noticing, addressing, testing, partner, and conveying. The conversation underneath shows how the means are executed.

Seeing in the language learning process implies perusing as well as paying attention to texts. Understudies are presented to models of message to list things they need to be aware to comprehend as well as produce messages or impart thoughts. The texts can be valid as well as improved. The things to list essentially incorporate the social capacity of the message, message construction, sentence structure, and jargon. A few exercises led in this stage are for instance, understudies pay attention to a sound recording, watch a video, watch the instructor (regardless of different understudies) show a talk or exchange, watch different understudies showcase a discourse or exchange, and read texts. In this progression instructors play a few parts. The jobs incorporate helping understudies to list things to be aware to grasp and make the designated texts, giving a rundown of things from which the understudies can choose some, and making a few things in the info (model of language) remarkable.

Addressing, in this second step understudies ask or plan inquiries in light of the distinguished things. The inquiries basically cover all of the accomplishment

² Sarwanti, S. 2016. "Scientific Method in English Language Teaching". *Transformatika*. ISSN 08548412 – Vol 12. No. 1, 60-75

markers expressed in the illustration plan. In this progression of learning, understudies are urged to propose brief responses in view of their insight or potentially restricted data they have. Instances of the exercises in this progression incorporate, for instance regardless of the educator's direction, understudies pose inquiries about the social capacity, conventional construction, and etymological elements of the text being perused or heard (watched) that they don't have the foggiest idea or need to know more, or with directing inquiries, the understudies figure out inquiries concerning the social capacity, nonexclusive design, and phonetic highlights of the message being perused or heard (watched). To work with the most common way of scrutinizing the instructor ought to assist the understudies pose inquiries concerning the things they need to be aware, give them various inquiries the understudies can begin with, and even give them various directing inquiries - the understudies can simply tick some of them.

In testing, understudies gather information/data to respond to the inquiries planned in the subsequent advance. They utilize at least one strategies like perception (for example watching recordings or paying attention to sound recording), talking with asset people, and understanding books. To empower the understudies to gather information or data, the instructors ought to give them worksheets and learning assets. The exercises in this stage are for instance observing more recordings, standing by listening to more sound accounts, standing by listening to more example articulations, perusing more texts, looking into words into the word reference, talking with asset individuals, perusing books on punctuation, elocution, jargon, and so on

allocated by the educator, getting to site joins, doing works out, or rehearsing the language structure, jargon, composing or elocution.

In partner, understudies investigate information/data to respond to their inquiries and reach inferences. Regardless of instructor's help understudies figure out, arrange, and distinguish examples to address their inquiries. A few exercises can be options, for example recognizing designs (language, jargon, or articulation), figuring out designs (syntax, jargon, or elocution), tracking down responds to for the planned inquiries, or reaching determinations to work with the understudies in examining information/data the educators ought to assist understudies with seeing examples to address questions, and furthermore assist them with making inferences.

In the conveying step understudies impart their responses or ends to the class recorded as a hard copy or potentially orally. Their responses (determinations) address another information they 'build' or learn. Toward the finish of this progression the understudies are supposed to have taken in the fundamental information (particularly about the social capacity of the text, design of the text, sentence structure, and jargon) to fathom and make messages. In this progression, understudies present their responses (decisions) to the class, to different gatherings, show their responses (decisions) or trade their discoveries (replies/ends) to different gatherings. In this progression educators ought to assume a few parts, for instance giving input - rectification, and advancing the information that the understudies 'develop'.

Logical Methodology doesn't just underline learning results as the final product, yet additionally the learning system as the significant thought. Subsequently,

this approach features the mission of information as opposed to the actual information. The understudies should be effectively associated with the learning system to introduce the data which is procured from the educators as well as from different assets. As indicated by Guideline of Service of Public Schooling No. 65 (in Ratnaningsih, 2017) that Logical Methodology in 2013 educational plan prepares the understudies to: (1) be the focal point of learning, (2) include the mental cycles which is potential in animating scholarly turn of events, explicitly the elevated degree of understudy; thinking ability, (3) give amazing open doors to the understudy to absorb and oblige ideas, regulations and standards, (4) track down information through logical interaction and use it in learning process, (5) gain from different sources, (6) advance assimilation and strengthening of understudies as deep rooted students, (7) apply values by giving model things, assemble readiness, and foster innovativeness of the understudies in the learning system, (8) carry out the standards in which everybody is educator, everybody is understudy and wherever is class.³

In view of the meeting that had been directed during the perception to the English instructor in SMP Swasta Dwi Tunggal as the fundamental information for the essayist observed that Microsoft Power Point (PPT) is often utilized in showing learning process by sharing the PPT in a zoom meeting. The media utilized has expanded the data volume in educating as well as saved a lot of time in any case spent recorded as a hard copy on the whiteboard. Then, at that point, numerous

³ Ratnaningsih, S. 2017. "Scientific Approach of 2013 Curriculum: Teachers' Implementation in English Language Teaching". *Journal of English Education*. ISSN 2301-7554 – Vol. 6. Issue 1, 33-40

understudies actually experience issues in learning deskritive text material because of a few elements, one of which is the absence of extra learning media as a mechanism of self-learning beyond learning in school. One more issue is that a few understudies are halted in the learning system due to the restrictions of the web organization, so the understudy is confounded to follow the guard or the following test. Then, at that point, through a meeting with the instructor of English subjects, in particular Ms. Nursiah, M.Pd, it was said that the interest and inspiration of it were all the while lacking to learn understudies. It shows up from understudies who don't focus on the instructor while educating in the study hall. Indifference and inspiration in learning is one of them brought about by the utilization of learning media that poor person fluctuated. Then, at that point, a few understudies pass up learning since there is no web. Along these lines, the assortment of media utilized in learning is vital to cultivate understudy learning interest and learning applications that sum up all materials and tests connected with discovering that can be opened both on the web and disconnected are required.

Gaining from home is absolutely unique in relation to learning exercises in school, as well as learning devices learning exercises are likewise upheld by learning media to work with understudies in getting the material. As per Indriana (2011: 15) learning media is expected to be one of the specialized instruments in the learning system, it is said that in light of the fact that in the learning system there is a course of passing messages from instructors on to understudies.⁴

⁴ Indriana, Dina. 2011. *Ragam Alat Bantu Media Pengajaran*. Yogyakarta: DIVA Press

Along these lines, in introducing the materials, an educator needs media in the showing learning process. The intelligent and inventive media will give more improvement or inspiration to the understudies to learn and urge them to be involved effectively in the exercises. The media, on the off chance that utilized in the instructive setting will supplement the educating learning process. It will make the English instructing during the Coronavirus pandemic better and more successful, and will likewise improve the understudies' capacity to comprehend and explore different avenues regarding the language. Truth be told, media can go about as a facilitator in the educating learning process. It has massive potential as an educational device. Media language is consistent with life and is a significant source to get data about the general public and culture of target language. This can give great open doors to language educators and students and gives vital contribution to language classes and upgrades the semantic and informative skill of the students.

Accordingly, clearly the intuitive sight and sound as a media to assist understudies with learning English at school ought to be created.

B. The Problem of the Study

Based on the background of the study above, the problem in the study is formulated as How is the interactive multimedia developed for teaching writing descriptive text to grade VII SMP Swasta Dwi Tunggal?

C. The Objective of the Review

In line with the problem of the study, the objective of the study is “to develop an interactive multimedia for teaching writing descriptive text to grade VII SMP Swasta Dwi Tunggal.”

D. The Scope of the Study

The scope of the study is developing interactive multimedia based on the students' need. This media is intended to apply in SMP Swasta Dwi Tunggal. This media focus on writing skill especially descriptive text. The scope of the study is limited on developing interactive multimedia to teach writing for seventh grade students in first semester of academic year 2020/2021.

E. The Significance of the Study

The result of this study is expected to give contribution as follows.

1. For the researcher

The result of this study is expected to give her more knowledge and experience in developing effective media for teaching and learning English, especially for writing.

2. For the students of SMP Swasta Dwi Tunggal

The result of this study is expected to develop their writing activities with the strategy that will improve their writing skill so they will be more motivated in learning English.

3. For the teachers of SMP Swasta Dwi Tunggal

The result of this study is expected to provide them alternative media to teach English, especially in writing skill. It is also expected to inspire and motivate the teachers to be more creative and innovative in developing interesting and effective media to teach English.

4. For the other researchers

This result of this study is expected to be a reference in creating other strategy in other similar strategies of English especially in the field of media development.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

To conduct a research, theory should be the fundamental of the research itself in order to give explanation of concepts related to the research. It also gave understanding and same perceptions between the writer and the reader.

1. Writing Skill

a. Definitions of Writing

Writing is one of the complex activities that includes integrated movement of fingers, hands, arms and eyes. Tarigan (2008: 22), states, writing is to find or paint graphic symbols that describe a language understood by a person so that others can read the symbols of the graph if they understand the language and the graphic picture.⁵ Writing skills are a motor ability so that it can be developed with other activities to support success in writing such as while playing while writing what it does. The success of writing is to use the symbols of the language understood by both the author and the reader who use the same language.

Beyond that, there are three other things to note in composing writing, namely structured, concise and clear writing. Those are all things to note for how to improve your English writing skills. Writing skills include a product that is different from other skills. Therefore, writing is a combination of all skills in

⁵ Tarigan, Henry Guntur. 2008. "*Menulis sebagai Suatu Keterampilan Berbahasa*". Bandung: Penerbit Angkasa.

English (Fitria, 2019). Among these writing skills are aspects of grammar, punctuation and correct and correct spelling/diction.

In grammar, this skill is one of the most avoidable skills when learning English. Besides being difficult because of the many things that must be learned in Grammar, this skill also has a variety of formulas to compose different types of sentences to remember. On spelling, this skill can be improved by frequently reading English books. Getting used to writing frequently on computers that provide Autocorrect programs, where the wrong word can be corrected automatically by the computer is also able to improve this skill. In punctuation, this skill focuses more on intonation which is how to string sentences tailored to the recipient or reader of the writing.

In a writing of course there are various words and sentences that are arranged into a paragraph. Text in a paragraph can contain a person's story, news, or experience depending on the background of the work to be created. In English there are several types of text commonly used in a paper. Each text has its own characteristics and structure. There are 13 types of English text that we often encounter starting from Narrative Text, Descriptive Text, Recount Text, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Procedure Text, Explanation Text, Discussion Text, News Item Text, Spoof Text Review Text, and Anecdote Text. All types of text are commonly used for learning materials in English subjects at all levels of Education.

According to Wiyanto (2004:15) paragraphs are a group of sentences that are interconnected and together explain a unit of mind to support the larger fruit of mind, namely the fruit of the mind expressed in the entire writing.⁶

A description paragraph is a type of written communication that describes or writes an object in detail or in depth according to the actual circumstances of the depicted object. Everything that is heard, smelled, seen, and felt through sensory tools, which is then with the medium of words, it is depicted in order to be appreciated by others. The goal that this paragraph aims to achieve is the achievement of a rather imaginative appreciation of something so that the listener or reader feels as if he or she is experiencing and knowing firsthand. Therefore, to writing the description paragraph is closely to relate the knowledge possessed by students and the conditions of a conducive learning environment. In teaching and learning activities, teachers train students to systematically and creatively express their experiences, ideas, and opinions in the form of writing.

Writing must be studied seriously and needs to be learned effectively, there are still many students who consider writing skills to be a boring and difficult language skill to do. This leads to a lack of interest in students learning language skills, particularly writing skill. In teaching these writing skills, it is necessary to apply an interesting teaching medium and can support teaching activities. Various media stipulate that teachers must be selective in choosing the teaching media to be used. In choosing the media should pay attention to the teaching materials to be given, so that a teacher must choose the appropriate media as a support for

⁶ Wiyanto, Asul. 2004. *Terampil Menulis Paragraf*. Jakarta: Gramedia Widiasarana. Indonesia.

teaching and learning activities. Udin (in Patty, 2007) stated "realia media is a visual tool in learning that serves to provide a direct experience to students".

⁷Using real objects in the learning process is highly recommended because students will better understand the material studied. With the emergence of the COVID-19 pandemic, teaching and learning activities that were originally implemented in schools are now becoming home learning through online. Online learning is done with the ability of each school. Online learning can use digital technologies such as google classroom, home learning, zoom, video conference, phone or live chat and more. The Covid-19 pandemic forced all teachers and lecturers to conduct teaching and learning activities through online learning. Online learning itself requires creativity and innovation from educators, so that coaching, knowledge transfer and skills can run well. All educators must master online communication, which is a way of communicating in which the way of delivering and receiving messages is done over the internets.

As indicated by Naz and Akbar, media turns out to be strong and compelling to accomplish explicit homeroom targets as follows: (1) It helps understudies in more prominent obtaining of information and guarantees longer maintenance of the acquired information. This is fundamentally on the grounds that it gives intuitive learning climate because of which opportunities for growth turns out to be more significant and fulfilling, (2) It effectively spurs the students since it upgrades a multisensory interest and along these lines learning turns out to be more prompt and useful, (3) It give homeroom guidelines a more logical base and empowers instructors to move the information in a coordinated manner and

⁷ Udin S. W, (patty 2007 : 22). *Pengertian Media Realita*,
http://repository.upi.edu/operator/upload/s_pgpaud_0603828_chapter2.pdf.

all the more deliberately, (4) It are suitable training devices which assists educators with drawing and fix the consideration of understudies towards instructing. Consideration and fixation causes understudies to learn better and further develops homeroom discipline, (5) It upgrades perception abilities and the clearness of correspondence can be incredibly improved by utilizing them, (6) It helps in blending the imaginal, thinking process and the thinking force of the understudies, (7) It assists the instructors with saving their significant investment. Since these powerful materials can explain the ideas effectively, heaps of significant investment can be saved by it, (8) It additionally act as ideal instruments to audit the learning result and to assess the culmination of specific learning, (9) They open out more prominent degree for intuitive learning and offers chances of individual learning.

Along these lines, it isn't is business as usual that numerous instructors have a firm opinion about the job of media in an instructive setting. Media can be through anything from a basic item to a high innovation like a PC unit. In the worldwide period, determination and utilization of media ought to consider the improvement of science and innovation by paying attention to the qualities to sustain the personality of understudies. As it additionally becomes one of the public authority's work that the 2013 educational plan is executed to answer the difficulties of the propelling innovation and fast globalization. For this situation, English intuitive mixed media can help the educator in introducing the materials. The essayist infers that the media utilized by the educator ought to be created to intuitive sight and sound which will satisfy the understudies' necessities of talking ability.

As indicated by Dereshiwsky (in Tambunan and Napitupulu, 2016), intuitive connected with two-way correspondence or a greater amount of the parts of correspondence.⁸ Added by Deliyannis (in Tambunan and Napitupulu) that part of correspondence in intuitive mixed media (PC based) is the connection between individuals (as clients/clients of items) and PC (programming/applications/items) in a specific document design, as a rule as a minimized plate. Subsequently the item application is supposed to have a two-way relationship/interrelationship between programming/applications to the client. Intelligence in media by Morris (in Tambunan and Napitupulu) is confined by (1) The client which required to interface with an application program, (2) The intelligent data applications planned is the clients can get just the data they need without concocting these all.

In oxford word reference, Mixed media is a descriptor, implies (in processing) utilizing sound, pictures, and film notwithstanding text on a screen. Mayer and Moreno (2013) likewise characterized mixed media advancing as gaining from words and pictures, and we characterize sight and sound guidance as introducing words and pictures that are expected to encourage learning. The words can be printed (for example on screen-text) or spoken (for example portrayal). The photos can be static (for example representation, diagrams, graphs, photographs or guides) or dynamic (for example movement, video, or intuitive representations). Along these lines, understudies can grasp and comprehend the materials effectively in light of the fact that the English intelligent interactive media can give video, movement, illustrations and sound. By utilizing video and sound, they can pay attention to the discoursed straightforwardly. It creates the

⁸ Dereshiwsky, M. I. (2014). Building Successful Student Learning Experiences Online. Media Rich Instruction, 49-66. http://dx.doi.org/10.1007/978-3-319-00152-4_4

understudies can work on their tuning in, talking and articulation. Designs and activity can be utilized to grab the understudies' eye.

The courseware is planned in self-concentrate on design with the goal that the understudies can concentrate outside school hours without instructor help. Accordingly, the media will be created to meet the necessities of self-informative materials referenced by Dickinson (1991:80), namely:(1)a clear proclamation of targets; (2) significant language input, (3) practice materials and exercises, (3) adaptability of materials, (4) learning guidelines, (5) language learning exhortation, (6) criticism and tests; (7) counsel about record keeping, (8) reference materials, (9) ordering, (10) inspirational elements, and (11) prompt about movement.

Past explores have been led by certain specialists. First and foremost, Vijayakumar. (2016) in his exploration named 'Coordination of Interactive media for Showing Composing Abilities' expects to know the adequacy of sight and sound showing materials for composing learning. An article distributed in the PC Helped Language Learning Electronic Diary reports that the consequences of its execution are essentially successful. Also, Henny Mardiah (2020) has led research on the utilization of e-learning in English language picking up during the Coronavirus pandemic. The review named 'The Utilization of E-Figuring out how to Show English in the Hour of the Coronavirus Pandemic' was distributed in the English Instructing and Semantics Diary. Results on understudies' learning accomplishments and inspiration through starting and last tests in execution based tests incredibly exhibit the viability of sight and sound impacts during class. That is, the aftereffects of this study concurred that media has a decent impact for

composing learning in the extent of interest, input, and mental parts of understudies.

Besides, Muslem and Abbas (2016) in their paper named 'The Impacts of Vivid Media Learning with Friend Backing on English Oral Abilities (Talking and Perusing)' was distributed in ICTTE FKIP UNS (Universitas Negeri Sebelas Maret). They have explored the impacts of mixed media upheld vivid learning with and without peer-backing to work on understudies' exhibitions in term of oral creation abilities for perusing and talking. It has shown that understudies' accomplishment utilizing the vivid media learning with peer support bunch turned out to be fundamentally better execution in all proportions of oral creation.

Moreover, Zaim (2016) in his paper named 'The Force of Mixed media to Upgrade Students' Language Abilities in Multilingual Class' was continuing in the Fourth Global Course on English Language and Educating (ISELT-4). The outcome is that students can now connect with text based, aural, and visual media in a wide scope of configuration. With media, instructors can uncover aural handling open doors, yet multi modular, concurrent sight, sound, and test. He observed that interactive media can upgrade the understudies' capacity to impart orally and in composed structure with the language being learned. The last scientist is Quip (2013) has led an examination with a title "The Use of Multimedia Technology in English Language Teaching: A Global Perspective". His paper was planned to dissect the utilization of innovation to English language instructing in the non-local talking nations and to draw out the issues looked by the two educators and students of English. He observed that the use of interactive media innovation in language instructing is to advance understudies' inspiration

and learning interest in the English language particularly to the non-local English talking setting. All in all, he affirmed that the use of sight and sound innovation can completely work on the understudies' reasoning and viable language abilities.

Utilizing media is one of the endeavors to work on the understudies' accomplishment. Showing the composing ability needs mixed media to make the educating and learning process simple and intriguing. Both the educator and understudies need a great deal of openings to the objective language and numerous chances to rehearse it. Language is a method for correspondence; understudies must be familiar with creating English orally in the study hall even in an exceptionally basic manner, like noting schedules. Consequently, the instructor ought to assist the understudies with building their trust in working on talking and they can find out about the language, even separately at home. For this situation, the instructor can utilize the improvement of Data and Correspondence Innovation (ICT), like intelligent mixed media, for educating and learning exercises.

The definitions of writing are variously stated by some experts. According to Brown, (2001: 336) also claimed that writing is a thinking process. Rivers (1981: 294), writing is passing on data or articulation of unique thoughts in a back to back way in the new dialect. Besides, he expresses that composing can be arranged and given with a limitless number of corrections before its delivery.

⁹Likewise, Elbow (1973) in Brown (2001: 336) additionally says that composing is a two-venture process. The main interaction is sorting out the importance and

⁹ Brown, H. D. 2001. *Teaching by Principles : An Interactice Approach to Language Pedagogy* 2nd Edition. New York: Pearson Education

the subsequent cycle is placing the significance into language. Composing addresses our thought process. It is on the grounds that the creative cycle reflects things, which stay in the psyche. Understudies who are hesitant to record things frequently languish over this movement. The understudies observe troubles when they begin searching for certain motivations to compose and delivering composed sentences.

One more meaning of composing expertise is likewise characterized by Urquhart and McIver and furthermore Harmer. Urquhart and McIver (2005: 5-6) express that composing is a recursive cycle, and that implies understudies amend all through the interaction, often moving to and fro among the stages.¹⁰ Then, understudies ought to learn procedures for creation and revelation, and instructors ought to assist understudies with producing content and find a reason. Likewise, it is expressed that perusers, reason, and event characterize a wide range of composing and viable composing satisfies the essayist's goal and addresses the perusers' issues. It implies that composing is a perplexing cycle and it appears to be sensible to expect, then, that the instructing of composing is intricate also. Besides, Harmer (2004) states that composing urges understudies to zero in on precise language use.¹¹

It is on the grounds that understudies consider the language use when the understudies participate in their creative cycle. This action will incite language advancement in light of the fact that the understudies settle issues what composing

¹⁰ Urquhart, Vicky and Monette McIver. 2005. *Teaching Writing in the Content Areas*. Virginia: ASCD.

¹¹ Harmer, J. 2001. *The Practice of English Language Teaching 3rd Edition*. New York: Pearson Education, Inc.

places to understudies. In view of the definitions over, a meaning of composing expertise can be acquired. Composing is a useful cycle done through certain stages. Right off the bat, investigating and communicating thoughts, thought and feeling into composed structure. Furthermore, leading various changing interaction to do a linguistically and organized texts. The composing creations are in the types of discernible texts which ought to be significant to every individual who read the composition.

Besides, in light of those definitions, it very well may be expressed that composing ability is an intricate action in creating a certified composition. The perplexing action comprises of stages as the means recorded as a hard copy. To further develop understudies' composing ability, the instructing and learning interaction of composing should be done well with created input and viable exercises. Accordingly, educators need to consider the instructing of composing expertise all around founded on their understudy's necessities, capacity and limit.

b. Teaching Writing

A creative cycle is a confounded interaction, on the grounds that the creative cycle needs mental capacities in perceiving a few portions of dialects to deliver a certified composition. As a rule, composing process is done through two phases: investigating thoughts and handling the thoughts into clear texts. Streams (1981: 294) guaranteed that writing in the language turns into a confounded

movement since composing includes significant portions of language: words, sentence, syntax, and how to move those sections into composed structures.¹²

Targets of the educating of composing ability can be accomplished through certain methodologies. As per Harmer (2001: 25), there are two methodologies in educating composing. They are zeroing in on the result of creative cycle and zeroing in on the creative cycle itself. He expresses that zeroing in on the creative cycle drives the individuals who advocate an interaction approach recorded as a hard copy.¹³ Notwithstanding, educators need to focus on the different phases of any piece of creative cycle.

The composing draws near, including an interaction approach, are applied to get the goals of concentrate recorded as a hard copy expertise; they are empowering the understudies to comprehend the materials and assisting them with communicating their thoughts syntactically and systematic in English. Likewise, Nunan (1989: 36) says that an interaction approach recorded as a hard copy sees the demonstration of piece according to an alternate point of view, or zeroing in as much on itself.¹⁴ He likewise expresses that the cycle approach centers around the means including drafting and redrafting a piece of work. As such, on this cycle approach, the significant one isn't just in the item, yet in addition in the creative cycle. Along these lines, the interaction approach can be created through composing rehearses regularly with viable exercises additionally a superior contribution to further develop the understudies' composing expertise.

¹² Stream Solute Workshop. 1990. Concepts and methods for assessing solute dynamics in stream ecosystems. *J. N. Am. Benthol. Soc.* 9:95-119

¹³ Harmer, Jeremy. (2001) *The Practice of English Language Teaching*. London: Longman

¹⁴ Nunan, D. (1989). *Designing task for the communicative classroom*. Cambridge: Cambridge University Press

A creative cycle is done through certain stages. On each stage, understudies participate in a specific action to develop their composition. Besides, Richard and Renandya (2002: 303) express that the most common way of composing comprises of arranging, drafting, updating and altering.¹⁵ On the arranging stage, the understudies are urged to compose. The drafting stage is zeroing in on the familiarity of composing and isn't pre busy with syntactic exactness or the tidiness of the draft. Then, on the modifying stage, the understudies re-compose their text based on criticism given in an answering stage. The understudies, on the altering stage, are occupied with cleaning up their texts as they set up the last draft for assessment by the instructors.

Kinds of composing exercises to perform composing ought to be founded on the understudies' level and limit. As indicated by Brown (2001: 343), there are five significant classifications of homeroom composing execution:¹⁶

1). Imitative, or recording

This type is toward the starting degree of figuring out how to compose. Understudies will just record English letter, words, and perhaps sentences to become familiar with the shows of the orthographic code.

2). Intensive, or controlled

This concentrated composing regularly shows up in controlled, composed sentence structure works out. This sort of composing doesn't permit a lot of

¹⁵ Richard, C. Jack and Renandya, A. Willy. (2002). *Methodology in Language Teaching*. USA: Cambridge University Press

¹⁶ Brown, H. D. 2001. *Teaching by Principles : An Interactice Approach to Language Pedagogy* 2nd Edition. New York: Pearson Education

inventiveness with respect to the essayist. A controlled composing is to introduce in which the understudies need to change a given construction all through.

3). Self-composing

The most striking case of this classification in homeroom is note-taking by the understudies. Journal or diary composing likewise falls into this classification.

4). Display composition

For all language understudies, short response works out, exposition assessments and examination reports will include a component of show. One of the scholastic abilities of ESL understudies that they need to dominate is an entire exhibit of show composing strategies.

5). Real Composition

Some study hall composing focuses on the authentic correspondence of messages to a group of people needing those messages.

As indicated by the hypotheses over, the instructing of composing ability ought to be very much developed. Those sorts of composing exercises that will be applied in showing composing depend on the understudies' level and limit. Additionally, the composing works on, including composing passages or straightforward articles ought to be founded on the norms of ability and the fundamental skills. Those endeavors above ought to be done well to further develop the understudies' composing ability.

c. Evaluating Writing

On the educating of composing, an assessment ought to be done to gauge or to know the understudies' capacity recorded as a hard copy. The viability of a mastering interaction of composing ability can be estimated through an assessment movement. As per Brown (2001: 357), the classifications for assessing composing are:

1). Content

It incorporates proposition explanation, related thoughts, advancement of thoughts, and improvement of thoughts through private experience, outline, realities, and assessments.

2). Organization

It incorporates the viability of presentation, legitimate grouping of thoughts, end and proper length.

3). Discourse

It incorporates point sentences, passage solidarity, changes, talk markers, union, expository shows, reference, familiarity, economy, variety.

4). Syntax

5). Vocabulary

6). Mechanics

It incorporates spelling, accentuation, and reference of references, tidiness and appearance. The hypothesis of classifications for assessing composing above is

utilized by the specialist to assess the understudies' story and relate works. The composing test depends on the plan which is joined on page 47 and the scoring of the understudies' compositions depends on the composing scoring type which is recommended by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) in Brown (2004: 246).

Table I: **Standard of Writing Scoring**

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

There is a breakdown of every quality above into subtraits of the composing scoring above, which are additionally little in number and homologous or relating. Therefore, the scientist utilizes the rubric or piece to score the understudies' composition. See Table 2, which coaxes out the subtraits of the fundamental characteristics in Jacobs et al. (1981) in Haswell (2007):

Table 2: **Composition for Scoring Writing (Jacobs et al. 1981)**

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail

	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Reasonable For POOR: non-familiar, thoughts confounded or disengaged, needs coherent sequencing and improvement
	9-7	Exceptionally POOR: doesn't impart, no association, sufficiently not to assess
VOCABULARY	20-18	Great TO Excellent: complex reach, successful
	17-14	word/saying decision and utilization, word structure dominance, suitable register
	13-10	Great TO AVERAGE: sufficient reach, intermittent mistakes of
	9-7	word/figure of speech structure, decision, utilization however meaning not darkened
LANGUAGE USE	25-22	Reasonable For POOR: restricted range, successive blunders of word/phrase, decision, utilization, significance confounded or clouded
	21-18	Exceptionally POOR: basically interpretation, little information on English jargon
	17-11	Amazing TO Generally excellent: compelling complex developments, barely any blunders of arrangement, tense, number, word request/work, articles, pronouns, relational word
MECHANICS	5	Great TO AVERAGE: compelling however straightforward development, minor issues in complex developments, a few blunders of understanding, tense, number, word request/work, articles, pronouns, relational word however meaning only here and there darkened
	4	Reasonable For POOR: serious issues in basic/complex developments, successive blunders of nullification, understanding, tense, number, word request/work, articles, pronouns, relational word as well as section, run-
	3	ons, cancellations, significance befuddled or darkened. Exceptionally POOR: practically no authority of sentence development rules, overwhelmed by mistakes, doesn't convey, or adequately not to assess

	2	Phenomenal TO Awesome: exhibit authority of show, hardly any mistakes of spelling, accentuation, capitalization,
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To assess the understudies' compositions of describe and account, the specialist alludes to the composing scoring rubric above. It is on the grounds that the creation covers the five angles or classifications (content, association, jargon, language use and mechanics) of composing and gives a reasonable scoring rubric to evaluate each composing viewpoint. Moreover, the level for every class is different in light of the fact that every classification has specific focuses with specific reaches. In surveying the understudies composing, the analyst considers each point for every angle or class of the understudies' composition by alluding to the measures section of the scoring rubric above. The last score of the understudies' composing is the amount of those five perspectives focuses for composing.

2. Descriptive Texts

a. The Nature of Descriptive Texts

There are two text-types that are instructed in the 7th grade in the subsequent semester. One of them is spellbinding texts. There are a few meanings of spellbinding texts proposed by certain specialists.

As per Anderson cited in Rosiana (2013) says that descriptive text is a text which describes particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Folse, et. al. (2010:135) elaborate the previous definition by stating that a descriptive

paragraph gives an impression of something including its look, sound, smell and feel that create a sensory image for the readers.¹⁷

Along these lines, Knapp and Watkins (2005:27) suggest that individual depictions and judicious portrayals which are portions of depictions type depict appearance of a specific individual or thing and may incorporate the essayist's relationship with that individual or thing.¹⁸

In view of the clarifications above, it tends to be inferred that an illustrative text is a text that depicts a specific individual, spot or things utilizing tangible pictures like its look, sound, smell and feel.

b. The General Features of Descriptive Texts

Fundamentally, there are three components of the overall highlights, in particular the informative reason, nonexclusive constructions and the etymological elements as well as in elucidating texts. The clarification of every component is as per the following.

The open reason for elucidating texts is to portray a specific individual, spot or thing. The nonexclusive designs of spellbinding texts comprise of two sections: (1) an ID that is utilized to recognize a peculiarity that will be depicted and (2) portrayals that are utilized to portray things, characteristics, subject elements, entire mentalities, and descriptors.

¹⁷ Folse, K. S., A. M. Vokoun, and E. V. Solomon. 2010. *Great Writing 2: Great Paragraphs* 3rd Edition. Boston: Heinle Cengage Learning

¹⁸ Knapp, P. and M. Watkins. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: UNSW Press

As indicated by Knapp and Watkins (2005: 98-100), the phonetics highlights utilized in elucidating messages are: (1) zeroing in on unambiguous member (e.g., my home, my feline, the gallery), (2) the utilization of basic current state, (3) the utilization of definite thing expression to illuminate about subject, (4) the utilization of social action words, activity action words and mental action words, (5) the utilization of descriptors to add additional data to thing, (6) the utilization of qualifiers to add additional data to action words to give more nitty gritty depiction, (7) the utilization of verb-modifying expressions to add more data about the way, spot or time, and (8) the utilization of metaphorical discourse like comparisons, representations, exemplification and similar sounding word usage.

3. Media

a. Definition of Media

Media assume a significant part in the educating learning process. Media are expected to arrive at the goals of the educating learning process. Educators ought to involve different media or showing supports giving the material to the understudies as expressed by Harmer (2001: 134) that "as a language instructor, we utilize an assortment of training helps to make sense of language significance and development, connect with understudies in a subject or as the premise of an entire movement." ¹⁹Switch Duffy and McDonald (2009: 61) express that media are advances that are utilized to work with the instructors. In addition, Gerlach and Ely (1980, in Azhar, 2006) express that a medium is any individual, material,

¹⁹ Harmer, J. 2001. *The Practice of English Language Teaching* 3rd Edition. New York: Pearson Education, Inc.

or occasion that lays out conditions which empower students or understudies to obtain information, abilities, and mentalities.

From the definitions above, it very well may be inferred that media are devices, materials, or occasions that lay out conditions utilized by an instructor to work with the guidance to secure information, expertise and mentalities, and draw in the students in a point or as the premise of an entire action.

b. Advantages of Media in the Instructing Learning Interaction

Involving media in the homeroom is vital on the grounds that they can work on the nature of the educating learning process. In addition, the understudies can appreciate the illustration without any problem. There are three sorts of media that can be utilized in the instructing learning process. They are (1) sound (tape, radio, smaller plate, and so forth); (2) visual (pictures, banner OHP, and so on); and (3) general media (TV, video, VCD, PC, and so on).

As indicated by Brinton (2001: 461), media assist the educators with spurring understudies by bringing a cut of genuine into the homeroom and by introducing language in its more open setting. Also, she sums up the reasonings for involving media in the language homeroom as follows: (1) Media can be a significant inspiration for the understudies in the language educating learning process, (2) By utilizing varying media the understudies can make a contextualized circumstance inside which language things are introduced and polished. It is on the grounds that the varying media give the understudies content, importance, and direction, and (3) Media can give a few credible materials, so the

understudies can relate straightforwardly between the language homeroom and outside world.

In addition, Sudjana and Rivai (2009: 2) express the reasonings of the utilization of media in instructing learning process as follows: (1) The educating learning interaction will be more fascinating so it can work on the understudies' inspiration, (2) The materials will be seen effectively by the understudies, since the media will empower them to dominate the showing targets well, (3) The showing strategies will be different so the understudies won't get exhausted during instructing learning cycles, and (4) The understudies will be more dynamic since they pay attention to the instructor's clarification as well as do different exercises, like perception, exhibition, and so forth.

As indicated by Gutschow (in Winoto, 2005), media can fill four general needs as follows: (1) to improve on the instructing and they can assist with finishing it, (2) to permit educator's perspective to rehearse the standards of showing item and representation, (3) to keep away from the utilization of the primary language of the understudies, and (4) to rouse and to invigorate the understudies in the instructing learning process.

All in all, the utilization of media in the educating learning process is valuable for both of the instructors and the understudies. The first is for the educators. The educators can keep away from dreary instructing learning process since they have variety in educating. Also, the educating learning cycle will more intrigue. The second is for the understudies. Media can animate the understudies' inspiration and interest. In this way, they will be more dynamic in the homeroom.

Additionally, the understudies can comprehend the materials without any problem.

c. Criteria of Good Media

As per Sudjana and Rivai (2009: 4), there are numerous things that ought to be considered by the educators in utilizing media. In the first place, the instructors ought to comprehend about learning media, like sorts and benefits of learning media, attributes of good media. Second, the instructors ought to have the option to foster learning media. Third, the educators ought to have information and abilities in seeing the viability of media.

There are a few attributes of good media as indicated by Sudjana and Rivai (2009):²⁰ They are:

1) Match with the instructing targets

Learning media are picked in light of educational goals. Those educational goals incorporate getting, application, and investigation.

2) Support the substance of the materials

The materials that incorporate realities, standards, and speculation need media all together that the understudies will comprehend the materials without any problem.

3) Easy to acquire

Media that are required by the educators ought to be not difficult to get. Basically the media are not difficult to be planned by the educators.

²⁰ Sudjana (2009). Penelitian dan Penilaian pendidikan. Bandung : Sinar Baru Algesindo

4) Easy to utilize

There are numerous sorts of media, however interestingly, the instructor ought to know how to involve the media in the educating learning process. In the event that the educators don't have any idea how to utilize the media, they are futile. Consequently, great media ought to be not difficult to be utilized and they are not excessively convoluted.

5) Match with the understudies' knowledge

Media ought to be fitting with the understudies' insight, so the materials can be seen effectively by the understudies.

Moreover, Arsyad (2003: 72) characterizes five models in picking media. They are: (1) Fitting to the targets expected to be reached, (2) Proper with assignments and the learning goals, (3) Reasonable to help the substance of material, particularly concerning ideas, standard, or speculation, (4) Appropriate to the requirements, errand, and individual contrasts of the understudies, and (5) Useful, adaptable and tolerable.²¹

As per the clarification above, it tends to be inferred that the qualities of good media are coordinating with the norm of capabilities and the essential of abilities, important with the markers, reasonable to the understudies' requirements, and simple to utilize and to get. Also, the errands in the media ought to be appropriate to the learning targets.

²¹ Arsyad, Azhar. 2003. Media pembelajaran. Jakarta :Raja Grafindo Persada

4. Interactive Multimedia

a. The Nature of Interactive Multimedia

Multimedia is a revolution that has changed the world rapidly and built a technologically savvy generation. With multimedia, it is easy to communicate, and it helps us do so more effectively. As Neo and Neo (2004:33) noted, “It has given rise to new modes of learning and enabled new and innovative ways to deliver instructional materials to the learners”. Mixed media and intelligent sight and sound can be characterized in large numbers of perspectives.²²

Mayer (2005:2) brings up mixed media advancing as gaining from words (spoken or printed text) and pictures (representations, photographs, maps, charts, activity, or video).²³ He also describes potential benefits of multimedia that humans possess visual and verbal information processing capabilities. Multimedia takes advantage of both capabilities at once. In addition, these two channels process information quite differently, so the combination of multiple media is useful in calling on the capabilities of both systems. Meaningful connections between text and graphics potentially allow for deeper understanding and better mental models than from either alone.

Furthermore, Bhatnagar, et. al. (2002:4) propose that computerized sight and sound alludes to intuitive media. They characterize computerized mixed media as any mix of text, designs (still and enlivened), sound, and movement

²² Neo, T. K. and M. Neo. 2004. “Integrating multimedia into the Malaysian classroom: Engaging students in interactive learning”. The Turkish Online Journal of Educational Technology – TOJET. ISSN 1303-6521 – Vol. 3 Issue 3 Article 4, 31-37

²³ Mayer, R.E. 2005. *Multimedia Learning*. Cambridge: Cambridge University Press

video conveyed by a PC that permits understudies to collaborate with the program and control the climate.²⁴

Mayer and Moreno (2003) add that PC based sight and sound learning conditions that comprise of pictures or activity and words upholds understudies to work on their comprehension.²⁵

From the perspectives over, the term intelligent sight and sound can be finished up as the blend of different media, for example, text, designs, liveliness, sound and video into single conveyance framework under PC in which understudies have some control over when and what components convey with the end goal of schooling

b. The Benefits of Intelligent Mixed media.

The utilization of intuitive interactive media in educating and learning process is firmly connected with its benefits for the educator and understudies. As per Reddi and Mishra (2003:5-6), the advantages of mixed media to educators are: 1) it takes into consideration inventive work 2) it saves time 3) replaces ineffectual learning exercises and 4) increments understudy contact time for conversation.²⁶ Lee and Owens (2004:123-124) express that one of the qualities

²⁴ Bhatnagar, G., S. Mehta, and S. Mitra. 2002. Introduction to Multimedia Systems. New York: Academic Press

²⁵ Mayer, R.E. and R. Moreno. 2003. "Nine Ways to Reduce Cognitive Load in Multimedia Learning". Lawrence Erlbaum Associates, Inc. Educational Psychologist, 38(1), 43–52

²⁶ Reddi, U.V. and S. Mishra. 2003. Education Multimedia: A Handbook for Teacher Developer. New Delhi: The Commonwealth Educational Media Centre for Asia (CEMCA)

of intelligent sight and sound is the intelligence that makes the collaboration successive and produces understudies' contribution.²⁷

Moreover, Zhu (2010: 68) likewise specifies five benefits of involving sight and sound in the study hall.²⁸To start with, interactive media showing expands the data volume, saved time and further developed class proficiency. Second, it empowers understudies to gain criticism ideal, to find out about their learning result and to change their learning steps, speed and trouble in like manner. Third, instructors can incorporate showing materials and show similar showing contents with an assortment of data under the assistance of sight and sound. Fourth, it assists with developing understudies' cooperative reasoning. Fifth, it gives a stage to the correspondence among instructors and understudies as well as understudies and understudies.

Dong and Li (2011:165-166) add a few benefits of involving media in the homeroom. In the first place, it makes English class more clear and intriguing, which animate understudies' advantage in learning, further develop class proficiency and accomplish more agreeable instructing results.²⁹ Second, it establishes a vivacious and amicable climate in the educating of tuning, recorded as a hard copy, perusing and composing that expands the language practice and understudies' members. Third, it establishes a functional English utilizing climate to improve understudies' capacity to utilize English.

²⁷ Lee, W. W. and D. L. Owens. 2004. *Multimedia-Based Instructional Design: Computer-Based Training, Web-Based Training, Distance Broadcast Training, and Performance-Based Solutions*. 2nd edition. San Fransisco: Pfeiffer

²⁸ Zhu, Z. 2010. "Applying Innovative Spirit to Multimedia Foreign Language Teaching". *Canadian Center of Science and Education*. ISSN.1916-4750 - Vol. 3 No. 3, 67-70

²⁹ Dong, Y. and L. Rongchun. 2011. "The Reflection for Multimedia Teaching". *Asian Social Science*, Vol. 7, No. 2, 165-167

In outline, the use of intuitive mixed media in the homeroom influences the instructing and learning process in term of its productivity, measure of data volume, communication among educator and understudies and additionally understudies and understudies and intelligence. Intuitive mixed media likewise propel understudies and draw in understudies' inclusion so the educating and learning process become really intriguing.

c. The Components of Intuitive Media

As cited above, interactive media are the mix of text, sound, pictures, liveliness and video into one bundle. The meaning of every component is as per the following.

1) Text

Text and images are vital for correspondence in any medium as well as in interactive media. Text incorporates the text dimension, style and variety. Bhatnagar, Mehta and Mitra (2002:140-141) notice a few contemplations of involving text in sight and sound: (1) It is simpler to peruse text utilizing blended capitalized and lowercase letters than in capital letter, (2) It is more straightforward to peruse text utilizing static text thanmoving text, (3) It is more straightforward to peruse text utilizing single-dispersed text than twofold divided text, (4) The sort size is something like three focuses, (5) Each line comprises of 40-60 characters, (6) A basic typeface and a similar textual style are utilized for a similar kind of data, and 7) The text dimension is somewhere in the range of 9 and 12 places.

2) Audio

Sound is maybe the main component of interactive media. It can give the listening joy of music, the frightening accent of enhancements or the feel of a mind-set setting foundation. Sound is partitioned into three sorts; portrayal or voice over (VO), music (M) and audio effects (SFX) (Reddi and Mishra, 2003: 41).

Bhatnagar, Mehta and Mitra (2002:14) ordered sound into two classifications specifically happy sound and encompassing sound. Content sound gives data to understudies as portrayal. In the mean time, encompassing sound comprises of a variety of foundation and audio effects to build up the message, ambient sound to set the state of mind for understudies to get and handle data by beginning and finishing a show with music and audio cues to spice up the temperament and add impacts to the show.

3) Images

Pictures or designs assume an essential part in sight and sound. It is communicated as still picture, painting or a photo taken through a computerized camera. The characteristics of variety, surface, example and liveliness improve a media show.

Lee and Owens (2004:127) proposed a few contemplations of involving designs in intelligent media. Initially, illustrations shouldn't bring down printed

data and ought to be comparable in size and situation.³⁰ Also, there ought not be multiple tones on a screen, and the whole course ought to utilize a range of not in excess of seven tones. Thirdly, the variety likewise ought to be steady so the variety contrast should be overseen fittingly.

4) Images

Video in multimedia is one of the presentation tools that illustrates ideas and concepts besides capturing real world events. Reddi and Mishra (2003:46) recommend two choices of video in interactive multimedia: very short video clips (not exceeding a minute or two) and highly compressed video files such as MPEG files.³¹

b. Criteria of Interactive multimedia

Mayer (2005: 6) states seven basic principles in designing interactive multimedia. They are as follows.

1. Multimedia principle

Students learn better from blend of words and designs than from words alone.

2. Split-attention principle

Students learn while the relating words and designs are set near each other than independently.

³⁰ Lee, W. W. and D. L. Owens. 2004. *Multimedia-Based Instructional Design: Computer-Based Training, Web-Based Training, Distance Broadcast Training, and Performance-Based Solutions*. 2nd edition. San Fransisco: Pfeiffer

³¹ Reddi, U.V. and S. Mishra. 2003. *Education Multimedia: A Handbook for Teacher Developer*. New Delhi: The Commonwealth Educational Media Centre for Asia (CEMCA)

3. Modality principle

Students learn preferable from designs and portrayal over illustrations and printed text.

4. Redundancy principle

Students learn better when a similar data isn't introduced in more than one configuration.

5. Segmenting, pretraining, and modality principles

Students learn better when a sight and sound message is introduced in scholarly paced portions as opposed to as a nonstop unit, understudies know the names and attributes of the principle ideas, and the words are expressed instead of composed.

6. Coherence, flagging, spatial contiguity, transient contiguity, and overt repetitiveness standards

Understudies learn better when superfluous material is rejected as opposed to included, when signs are added that feature the association of the fundamental material, while relating words and pictures are introduced close instead of a long way from one another on the screen or page or on schedule, and individuals advance preferable from illustrations and portrayal over from designs, portrayal, and on screen text.

7. Personalization, voice, and picture rule

Students learn better when the expressions of an interactive media show are in conversational style as opposed to formal style and when the words are expressed in a standard-highlighted human voice instead of a machine

voice or unfamiliar emphasized human voice; yet individuals don't be guaranteed to learn better when the speaker's picture is on the screen.

In addition, Bates and Poole (2003: 61) add a few classifications of all around planned intuitive sight and sound as follows; (1) Empowering students to come to seeing more rapidly than through regular verbal/text based media, (2) Assisting students with having a picture development that is far more extravagant than as unique verbal getting, (3) Aiding students create and rehearse abilities, and (4) Empowering students to move from concrete and explicit guides to more broad deliberations.³²

Lohr and Nerve in Spector et al. (2008: 90) plan standards of a decent intuitive mixed media. They are: (1) utilizing words and picture instead of words alone, (2) setting words and visual near one another, (3) all the while introducing words, pictures, and sounds, (4) utilizing activitys and portrayals as opposed to liveliness and on-screen text or movement, on-screen text, and portrayals, and (5) involving visuals for low information and high spatial students.

Taking everything into account, from the standards above. They have a few likenesses in making intelligent learning mixed media. They are involving components in sight and sound to introduce the materials to cause the understudies to learn preferred by consolidating more over one media to introduce the materials.

³² Bates, AW. & Poole, G. (2003). Effective teaching with technology in higher education, foundation of success. San Fransisco, CA: Jossey-Bass.

5. Android

a. Utilization of Android as a Learning Media

Ismail, et al (2017:339) argues that the development of technology such as smartphones today has been widely used by almost everyone because of its price that is mostly reachable by the public. Various apps can be easily downloaded from the app store on your smartphone. The use of smartphones as a learning medium is very easy for every user, as an example is for students or students. Therefore, in the development of smartphones as a learning medium can be applied in the form of applications.

Ismayani (2018:3) mentions one of the popular devices today that has been widely seen as a learning medium is Android-based devices.³³ Android is an open source mobile operating system developed by Google Corporation which is the world's leading search engine company. The developers can create apps by using the android platform for various mobile devices. Android has become a very popular operating system due to its better effectiveness and efficiency compared to other similar programs, so Android is also popularly used for educational purposes due to its ease and flexibility. Learning that adopts mobile systems and devices is hereinafter known as mobile learning. Android itself can be used as a means of self-learning for anyone, both at school and at home. This confirms that Android-based mobile learning offers an opportunity for anyone to access learning easily and enjoyably.

³³ Ismayani, A. 2018. Cara Mudah Membuat Aplikasi Pembelajaran Berbasis Android dengan Thinkable. Jakarta: Elex Media Komputindo.

In addition, Dixit (2014:2) says that Android is a mobile device used for mobile devices that includes the operating system, middleware, and core applications. Android-based Linux operating systems are designed for touchscreen mobile devices such as smartphones and tablet computers.

At this time Android has been in demand by many people as a medium of communication even in the current pandemic android becomes a teaching medium that must be owned by students to follow distance learning. The advantages of Android compared to other phones as revealed by Kusuma (2011:10-12) are:

1. Multitasking

Multitasking means that the Android system is able to run several applications at once that are unlimited, either applications that come from the built-in system or additions from the Android Marketplace. For example, one can listen to music while browsing the internet, and also receive notifications.

2. Flexible home screen.

The home screen is the main window of the system, where all notifications can be monitored. Homescreen can be used to put shortcuts of applications that are often used by users. In addition Android provides a place for various widgets.

3. Large selection of devices

The point is that vendors support this system a lot. So the choice of devices that can be used is very diverse and also at varying prices. The average Android uses a touch screen with a starting size of 2.8 inches. There are Androids specifically made for navigation and multimedia, but some are tablets or netbooks.

4. System modifications.

In addition to some of the above advantages, Android gives a lot of freedom when it comes to system modifications. Some things that can be done are rooting and modification of the system ROM.

5. Easy setup.

Android has been developed for a long time and is ready to use easily. Setup for daily needs adjusting to the user's activities can be done easily without the need to tinker a lot. Compared to other mobile operating systems, Android has several advantages, such as rich audio format support, multitouch support, a large selection of applications, especially free and open source ones. Another advantage of Android is its complete and diverse multimedia support.

Rogers and friends (2009:3) mention that Android has the potential to remove barriers to success in the development and sale of application software from the new generation of mobile devices. Just as PC and Machintosh are creating a market for desktop and server software, then Android by providing mobile-based applications will create a market for mobile applications and this is an opportunity for app developers to benefit a lot.

The rapid development of information technology, especially mobile-based technology has given many conveniences to do various activities. In the old days people communicated remotely using the phone. With the development of the times, telephone technology has evolved a lot. For example Android, which is now known and used by almost all people around the world. Therefore, learning media is very likely to be implemented in the form of Android applications

because there are many advantages that will be obtained, especially for students or students who are having difficulty finding learning materials.

B. Android-Based Learning Media Eligibility Criteria

The development of learning media is very important in overcoming obstacles in learning, one of which is the limited use of media. This is based on the association of the media with the student's learning experience. In order to provide a good learning experience for students as well as a liaison of information between teachers and students, fellow students, and with experts, this is the role of a learning medium. The media used needs to vary according to the learning style applied. In addition, the media used can equate different perceptions between individuals. Therefore, the media can be developed by teachers or educators in order to create the right design and according to the needs (Ashr, 2012:93-94).

Ashhar (2012:81) explains that good learning media have the following criteria: (1) Have clear content and neat arrangement, (2) Clean appearance so as to attract attention, (3) Suitable for purpose, (4) Relevant to the subject of teaching, (5) In accordance with the set learning objectives, (6) Practical, flexible and resistant, (7) Have good quality, and (8) The size is in accordance with the learning environment. Ashhar (2012:82) also describes the principle of media selection in general, namely:

1. The principle of conformity, which means that a good learning medium is in accordance with the purpose of learning. Conformity is also based on relevance, namely the relevance of the media to the material and the relevance of the material to the specified learning objectives. In addition, the learning

media must be adapted to the student's situation and the given learning method.

2. Clarity of the dish, that the content presented in the learning media must be clear. In some existing media is only made on the scope of learning materials with presentations that are difficult to digest. This can make it difficult for learners to learn and understand the material presented. Therefore, the ease of media serving is very important, such as the use of language that is widely used in everyday life can make it easier for students to understand the content of the material.

3. Ease of access, it is attributed that whether the media is easily accessible and utilized by students and also whether supporting devices are also available. For example, Android-based learning media is available in the form of an application, which can be installed in an Android smartphone.

4. Affordability, related to the cost aspect. A medium that costs a lot may be that schools and teachers can't afford it, but those costs should also be calculated in terms of benefits.

5. Availability, meaning that before starting the learning it is necessary to check the availability of such media. The availability of media support devices is also a factor that needs to be checked.

6. Quality, meaning in the selection of media must pay attention to the quality of the media. Just like visual and audio-based media, where the form of writing, images, sound, and other content must be clear so as to produce good media quality.

7. Interactiveness, i.e. media contains elements that allow interaction with users or provide two-way communication. Nowadays there are many types of interactive media such as interactive CDs, which contain buttons that allow the user to interactive with the media.

8. Student-oriented, that the media created needs to provide convenience and advantages to students after using it.

6. Relevant Studies

On account of intelligent mixed media, the specialist figures out certain examinations which are pertinent to this exploration. Firstly, Past explores have been directed by certain specialists. First and foremost, Vijayakumar. (2016) in his research entitled 'Integration of Multimedia for Teaching Writing Skills' aims to know the effectiveness of multimedia teaching materials for writing learning. An article published in the Computer Assisted Language Learning Electronic Journal reports that the results of its implementation are significantly effective. Similarly, Henny Mardiah (2020) has conducted research on the use of e-learning in English language learning during the Covid-19 pandemic. The study titled 'The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic' was published in the English Teaching and Linguistics Journal. Results on students' learning achievements and motivation through initial and final tests in performance-based tests greatly demonstrate the effectiveness of multimedia effects during class. That is, the results of this study agreed that multimedia has a good influence for writing learning in the scope of interest, feedback, and cognitive aspects of students.

In addition, Muslem and Abbas (2016) in their paper named 'The Impacts of Vivid Mixed media Learning with Friend Backing on English Oral Abilities (Talking and Perusing)' was distributed in ICTTE FKIP UNS (Universitas Negeri Sebelas Maret). They have examined the impacts of interactive media upheld vivid learning with and without peer-backing to work on understudies' exhibitions in term of oral creation abilities for perusing and talking. It has shown that understudies' accomplishment utilizing the vivid media learning with peer support bunch turned out to be altogether better execution in all proportions of oral creation. Furthermore, Zaim (2016) in his paper titled 'The Power of Multimedia to Enhance Learners' Language Skills in Multilingual Class' was proceeding in the Fourth Global Course on English Language and Instructing (ISELT-4). The outcome was that students can now cooperate with printed, aural, and visual media in a wide scope of configuration. He observed that mixed media can improve the understudies' capacity to impart orally and in composed structure with the language being learned. The last analyst is Play on words (2013) has directed an examination with a title "The Utilization of Interactive media Innovation in English Language Instructing: A Worldwide Point of view". His paper was meant to dissect the utilization of innovation to English language educating in the non-local talking nations and to draw out the issues looked by the two instructors and students of English. He observed that the use of sight and sound innovation in language instructing is to advance understudies' inspiration and learning interest in the English language particularly to the non-local English talking setting. All in all, he affirmed that the usage of media innovation can

completely work on the understudies' reasoning and down to earth language abilities.

A. Conceptual Framework

The main purpose of this study is to develop an interactive multimedia for teaching writing descriptive text to the seventh grade students of SMP Swasta Dwi Tunggal. The motivations to lead the review were there was no proper media that are appropriate for the understudies condition. During the Coronavirus pandemic, there is no intriguing android-based educating media. The learning system was still instructor place and there was no space for the understudies to freely study. Accordingly, in the center of the illustration, the understudies were exhausted and lethargic. They required something new that is fascinating and persuading.

Intelligent learning media is the mix of very much organized sound and visual media as message, realistic, movement, sound and video to introduce the learning materials. It furnish the understudies with chances to advance significant learning then, at that point, get intelligible info and input. Adjacent to propelling the understudies to learn better, the upsides of the intelligent learning sight and sound are decreasing learning time, lessening the expense of the materials utilized, and giving the understudies to advance autonomously all over and without fail.

There are two sorts of text-types educated in the 7th grade in the subsequent semester, specifically enlightening texts and narative texts. As far as possible the text-types educated in the intuitive mixed media by creating

intelligent sight and sound for showing composing distinct texts. Then, at that point, the specialist leads needs investigation to realize the objective requirements and advancing necessities connected with the instructing and learning of composing.

In this examination, the intuitive media is supposed to make the instructing and learning interaction of composing more tomfoolery and fascinating. Understudies will get familiar with the nonexclusive design and semantic highlights of expressive text through training exercises.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Seels and Richey quoted in Punaji Setyosari, mdefines development as a translating or ndescribe the design specifications in physical form or process produce learning materials³⁴. Development is the process of translating design specifications into physical form, area development includes a wide variety of technologies used in learning. However, it does not mean that it is separated from the theory and practices related to learning and design.³⁵

According to Borg & Gall as quoted in Punaji Setyosari, research development is a process used to develop and validate educational products. This research follow a cycle of steps. Steps This research or development process consists of a study of product research findings to be developed, develop products based on these findings, conduct trials and The product is then revised.

R&D emphasizes products that are useful or beneficial in various forms as an extension, addition and innovation of the existing forms. Innovation and its possible use be a very important defining feature. It is in this sense that R&D means further expansion of basic and applied research³⁶.

Research and Development (R&D) is a process that intended to create new technology or improve something that can provide a Competitive advantage in the

³⁴ Punaji Setyosari, *Metode Penelitian Pendidikan*. (Jakarta: Kencana, 2012), hal. 219

³⁵ Deni Darmawan, *Inovasi Pendidikan*. (Bandung: Rosdakarya, 2012), hal.12

³⁶ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), hal. 407

industry, business or national level³⁷. Research and development (R&D) process is the process by which new products are developed. All problems ranging from pharmacy to personal computers using this process to identify new ideas, get ideas through development and finally released on the open market for sale. Process R&D takes months or years, involving contributions from a number of company employees with various interests and skill³⁸.

This research was Research and Develop (R and D) concentrate on which expected to develop an intelligent media for helping composing enlightening text to grade sevent SMP Swasta Dwi Tunggal. As noted by Gall et. al. (2003:569), R & D study is a research process used to develop and validate educational products. This implies that by using this type of study, the researcher conducts research to collect relevant data for designing an educational product. After the educational product was designed, the researcher validates its quality and feasibility based on experts' judgments.

B. Subject of the Study

The population of this research was the seventh grade students of SMP Swasta Dwi Tunggal in the first semester of academic year 2020/2021. The class was consisted of 25 students

³⁷ Nusa Putra, Research & Development penelitian dan Pengembangan: Suatu Pengantar. (PT RajaGrafindo Persada Jakarta, 2011,) hal 70-71

³⁸ Ibid, hal 94

C. Instruments of Data Collection

Questionnaires were distributed to collect the data from students, teacher, and expert. There were two types of questionnaires. According to Lee and Owens (2004), adapted by Ulfah (2012), there are two questionnaires that should be applied, the Needs Assessment and Front-End Analysis Tools. The first questionnaire was distributed to the students to find out some information about the students' opinion towards the criteria of good interactive multimedia of the seventh grade students of SMP Swasta Dwi Tunggal. The second questionnaire was obtained opinions and suggestions from experts about the English interactive multimedia for writing skill practice.

1) The first questionnaire (Need Assessment)

The point of the survey was to figure out some data about the understudies' viewpoint towards the measures of good intuitive sight and sound of the 7th grade understudies of SMP Swasta Dwi Tunggal. The aftereffect of the survey was to foster the intelligent sight and sound. The association of the substance of the survey is as per the following.

Table 3.1. The Organization of first Questionnaire

Purpose	Component
To find out some information about the students' opinion towards the criteria of good interactive multimedia	1. The students' opinion about Interactive Multimedia
	2. The students' opinion about writing activities in English Interactive Multimedia
	3. The students' opinion about the content of materials that should be presented in English Interactive Multimedia
	4. The students' opinion about the recording of monologue and dialogues in English Interactive Multimedia
	5. The students opinion about the lay out that should be

	presented in English Interactive Multimedia
	6. The students assessment on the textual style that ought to be utilized in English Intuitive
	7. The students' viewpoint about the variety mix among foundation and letters that ought to be utilized in English Intelligent Media
	8. The students' viewpoint about the presence of explanative delineation in and sound Interactive Multimedia
	9. The students assessment on the back solid and music in English Interactive Multimedia
	10. The students opinion about the navigation that should be used in English Interactive Multimedia

2) The second survey (Front-end analysis)

The point of the survey was to get sentiments and ideas from the specialists about the English interactive multimedia as writing skill practice. The organization of the content of the questionnaire is as follows.

Table 3.2. The Organization of second Questionnaire

No	Aspect	Components
1.	Content	(1) Matching and being relevant with the learning objectives (2) The writing skill aspects (3) Using the correct of Expressions in writing (4) Having level of the test difficulties (5) Having appropriate feedback to the students (6) Having appropriate feedback
2.	Media	(7) Having appropriate Font Design (8) Having Readable Text (9) Having appropriate color combination (10) Ease of use the media (11) Clear Instruction to use the media (12) Quality of display (13) Quality of record (14) Quality of navigation (stop/pause/exit buttons) (15) Quality of audio/ sound and music that is relevant to screen displays (16) Fonts face and fonts size (17) Helping students to learn the material

		(18) Use of picture and graphics (19) Quality of learning
3.	Interactivity	(20) Quality of interactivity (21) Interaction to the navigation (22) Having good impact (23) Operate the media independently (24) Study independently

D. Techniques of Data Collection

1. Data of English Interactive Multimedia for students' writing skill Design Process Development

The first questionnaire was intended to discover the students' needs of the appropriate English Interactive Multimedia as writing skill practice for the Grade X students of Culinary Program in SMP Swasta Dwi Tunggal in the first semester of academic year 2020/2021. The data was a description about the students' needs of the appropriate interactive multimedia for teaching writing descriptive text to grade X students. The data and the information will be obtained to identify the effective design to develop an interactive multimedia.

2. Data of Multimedia Design Quality

The second type of the data was collected from experts in the form of scores and suggestion. Considering that, the researcher used a Likert Scale questionnaire to collect the data. Each indication of the response to the statement will be weighted with a score. Excellent with the score 5, Good with the score 4, Fair with the score 3, Less with the score 2, Very Less with the score 1.

E. Procedures of Media Development

The steps of R and D cycle proposed by Gall et. al. (2003) was the sequence from the starting point to the end of the steps which finally produces a new product of Interactive Multimedia. This Interactive Multimedia was really interesting for the seventh grade students of SMP Swasta Dwi Tunggal since it was based on students' needs. The more detail is showed in this following figure:

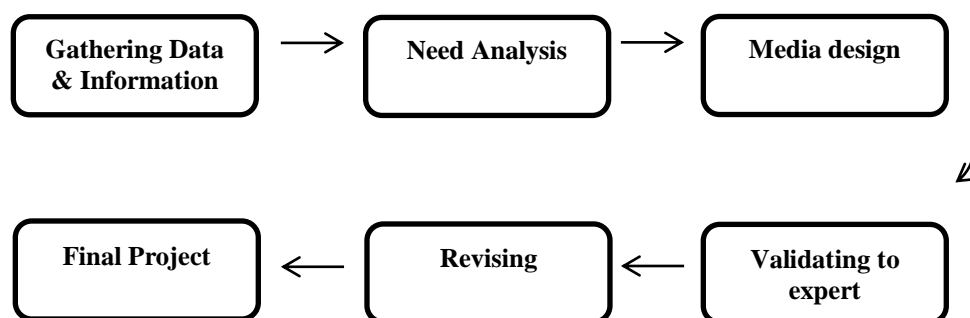


Figure 3.1. Research and development cycle by Gall et. al. (2003)

The explanation of the figure:

a. Gathering Data and Information

In this point, the researcher has done the primary observation in order to find out the problems and the needs of the learners as well as to do the needs analysis.

b. Need Analysis

In need analysis, the researcher has analyzed the data based on the students' needs. The data was collected by giving students questionnaires.

c. Media Design

After having analysis of the students' needs, the researcher designed the good interactive multimedia for students to use.

d. Validating to Experts

The researcher validated the media to the experts in order to ensure the interactive multimedia whether or not they deserve to be applied in the class.

e. Revising

The media was revised to get the best result based on the critics and suggestions given by the experts.

f. Final Product

After revising the media, which the media has claimed as an effective one, eventually it becomes the media in the class to help students' for their descriptive writing.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

In developing Interactive Multimedia, there were six steps need to be completed, namely (1) gathering data and information; (2) need analysis; (3) media design; (4) validating to experts; (5) revising; and (6) final product.

1. Gathering Data and Information

The The information and data were gathered from the primer perception that done prior to doing the examination. As the consequence of the perception, the educator in the 7th grade of SMP Swasta Dwi Tunggal Medan used PPT as the media to support the process of descriptive text. However, the media used in the class was not very interesting for the students to learn how to speak a descriptive text and less motivative.

2. Need Analysis

In directing this examination, the subsequent advance should have been finished was doing the requirements investigation. The necessities investigation was finished by giving the grade 7th understudies survey and asked the understudies to address a few inquiries. This analysis of the students needs later became the guidance to the researcher in developing the Interactive Multimedia of writing descriptive text. The aftereffects of the necessities investigation are made sense of as follows:

a. The Qualities of Respondents

The analyst requested that the understudies record their name and mature as ID. The information of the respondents were introduced in Table 4.1 beneath.

Table 4.1. Information of the respondents of the need investigation

Group of Respondents	Age		
	14	15	16
Students of class VII IPA-1	10	24	1

In view of the information above, there were 35 respondents who filled in the polls. They were understudies of class VII of Sains program of SMP Swasta Dwi Tunggal Medan.

b. Questionnaire Analysis

The questionnaire was administered to grade VII students of Sains program of SMP Swasta Dwi Tunggal Medan. There were 35 students asked to fulfil the questionnaire which consisted of 10 questions. The data of student analysis can be seen in the Table 4.2.

Table 4.2. The Data of Student Needs Analysis

No	Pertanyaan	Pilihan	Number of Students
1.	Saya mengenal Aplikasi Pembelajaran Interaktif (<i>Interactive Multimedia</i>):	Ya	20
		Tidak	15
2.	Dalam <i>Interactive Multimedia</i> , saya lebih suka jika aktivitas <i>writing skill</i> (ketrampilan menulis) adalah:	Role-play dan diberikan dialog teks deskriptif	25
		Membaca sebuah teks deskriptif	1
		Menulis sebuah teks deskriptif	9
		Lainnya	-

3.	Dalam <i>Interactive Multimedia</i> , saya ingin topik dalam aktivitas <i>writing skill</i> teks deskriptif adalah:	Teman, Keluarga, orang-orang terkenal, tokoh.	19
		Pariwisata (lokal dan internasional)	16
		Seni (local dan internasional)	-
		Lainnya	-
4.	Saya membutuhkan rekaman monolog dan dialog dalam <i>Interactive Multimedia</i> :	Ya	35
		Tidak	-
5.	Saya membutuhkan <i>layout</i> dalam <i>Inteactive Multimedia</i> yang:	Menarik	1
		Memotivasi saya untuk belajar	10
		Memiliki kombinasi warna yang bagus	-
		Kombinasi a, b, dan c	24
6.	Saya menginginkan jenis huruf dalam <i>Interactive Multimedia</i> yang:	Besar dan tebal (<i>bold</i>)	2
		Bervariasi	-
		<i>Simple</i> tapi jelas dan dapat dibaca	10
		Bervariasi tapi jelas dan dapat dibaca	23
7.	Saya menginginkan kombinasi warna antara tampilan <i>background</i> dan huruf dalam <i>interactive multimedia</i> yang:	Tidak terlalu berwarna	-
		Memakai kombinasi warna yang sesuai	26
		Hurufnya memiliki warna yang terang	9
		Lainnya	-
8.	Saya membutuhkan penggunaan penjelasan ilustrasi dalam <i>Interactive Multimedia</i> :	Ya	35
		Tidak	-
9.	Saya membutuhkan penggunaan <i>backsound</i> dan <i>music</i> dalam <i>Interactive Multimedia</i> :	Ya	35
		Tidak	-
10.	Saya menginginkan penggunaan navigasi (tombol) dalam <i>Interactive Multimedia</i> yang:	Tidak runyam	-
		Memiliki ikon navigasi yang sesuai (next, pervious, exit, dll)	-
		Ikon navigasi tidak sulit ditemukan	-
		Kombinasi ketiga pilihan diatas	35

From the data above, most of the students have recognized an interactive multimedia. In developing interactive multimedia, most of students prefer to have writing activities in role play with monolog and dialog. The students also wanted material given to be related to their study program. The layout should be interesting, motivating, and having good color combination. The students also wanted the fonts are various and clear. Moreover, the background should be in good color combination. Also, there should be a clear and explanative illustration in using the media and a good backsound. Furthermore, the navigation of next, previous, and exit the students prefer should be easy to find and clear.

3. Developing Interactive Multimedia as a Media

This study is meant to make Interactive Multimedia based on the students' needs. The researcher used Aplikasi Android APK supporting characters from the web to make the Interactive Multimedia. The Interactive Multimedia that made by the analyst done in a few stages. The progression arranging comprises of setting up the material, planning the story board, altering the foundation and tracking down the characters, adding the ambient sound and furthermore recordings.

The Interactive Multimedia has the result that the students want for. It consists of texts, pictures, sounds and also explanations that the students need. The whole components exported to a flash player to make it easier for the students and also the teacher to use. Interactive Multimedia is really a recommended tool to make a learning media for the teacher.

In the learning-teaching process applied based on the scientific approach, the teacher started the class by greeting the students, checking the attendance and then doing pray. After that, the teacher explained a brief explanation about the topic

that going to be taught. In this step, the teacher launched the Interactive Multimedia that already made, showing the Home Menu. Then, Home Menu presented User Guide, Learning Goals, and Topic buttons. Students could use the User Guide as guidance in using the media, Learning Goals to know goals they should achieve after learning with the media, and Topic about descriptive text writing material by clicking each button. The appearance of the example of the Home Menu was given below.

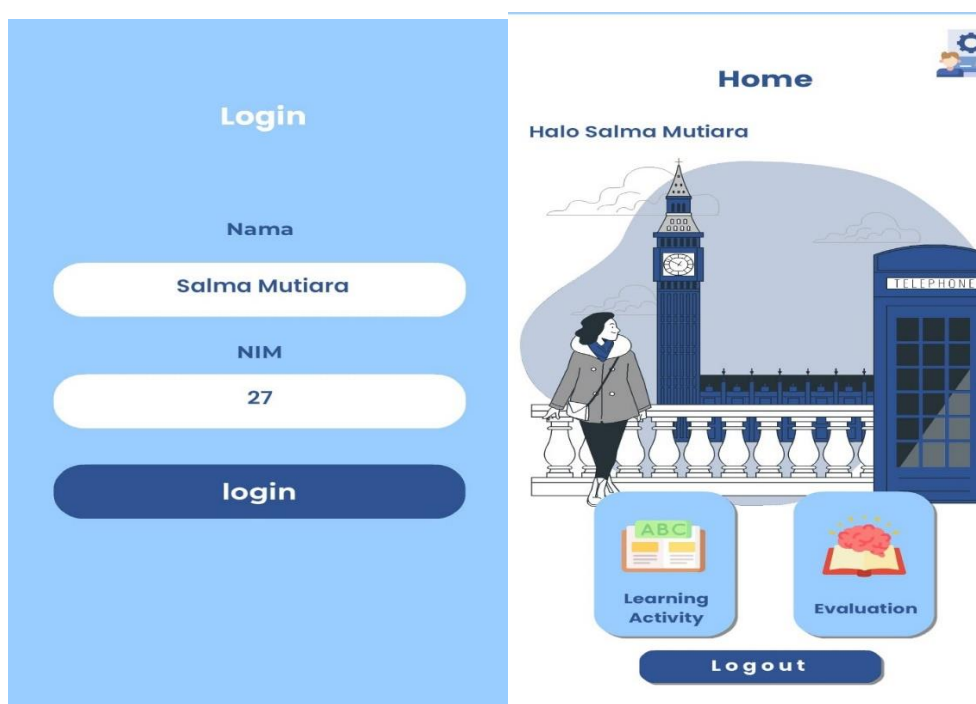


Figure 4.1. Login Menu and Home Menu of the Interactive Multimedia

In order to implement the curriculum of 2013 that applied scientific approach, Ratnaningsih (2017) stated that Scientific Approach can be done in the following steps: (a) Observing, (b) Questioning, (c) Experimenting, (d) Associating, (e) Communicating.

a) Observing

The observing step let the students to observe the material of

descriptive text explanation given in a comic. The teacher, in this case, guided the students to explain some informations that are in the comic. The explanation content in the comic is quite complete and easy to understand, the teacher must be creative enough to involve the students in the teaching-learning process, instead of just reading the comic. The appearance of the example of the comic was given below.

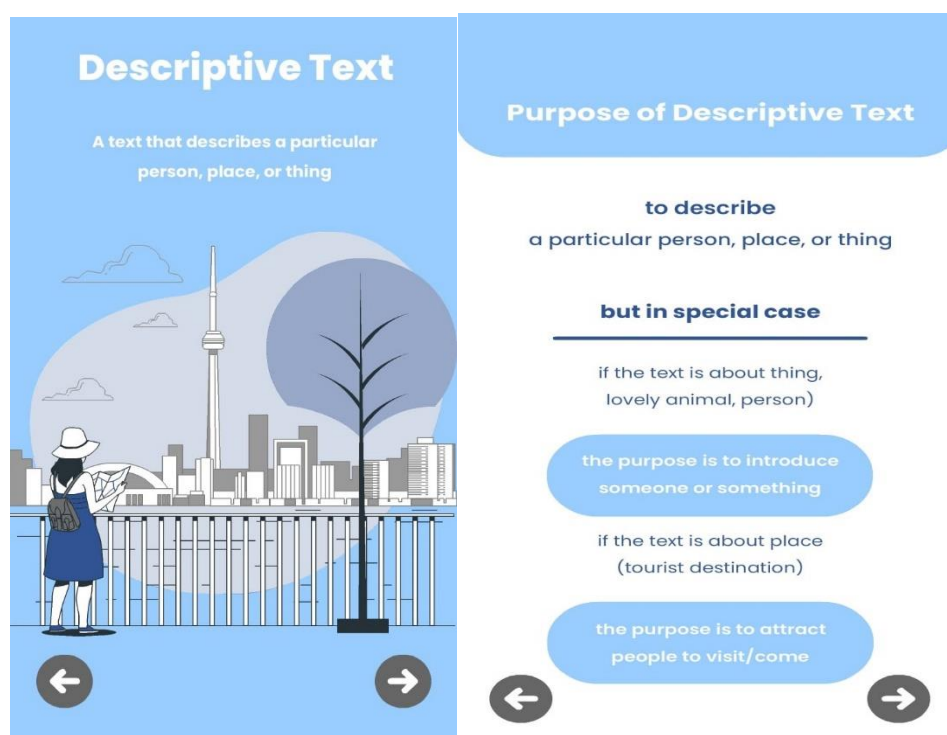


Figure 4.2. The Descriptive Text Explanation of the Interactive Multimedia

b) Questioning


The next step is questioning. The teacher let the students asked questions related to the descriptive text as many as possible. The teacher can ask the student whether they understand about the descriptive text, or not. This process made the teaching-learning process more interactive between the teacher and the students.


c) Experimenting

After giving the first explanation of descriptive text, the teacher asked the students to click Describing People beside another two topics Describing Foods and Describing Places. Then, the teacher let the students see and understand pictures of Tajmahal as example of describing appearance and personality of a person. Students could directly practice their writing because there some vocabularies given in the picture that make students become more interested to learn.


Experimenting step was the most important step, because the students test out their prediction to prove the hypothesis right or wrong. In this step, the teacher guided the students to understand more about the descriptive text by showing the example of dialogues. The appearance of the example of the text was given below.

The Language Features of Descriptive Text






Focus on Specific
Participants



Using Simple
Present Tense

Aa

Using Adjectives
and Adverbs



Using Action
Verb

←
→

example of descriptive text

Taj Mahal

Taj Mahal or The Taj **is** a well known architectural object in India for its finest design which combine elements from India, Persian and Islamic architectural style. This historical buildings was **built** on the south bank of the Yamuna river in Agra. It **represents** the story of Eternal Love of the Mughal Emperor, Shah Jahan, to his dearest wife Mumtaz Mahal. In 1983 UNESCO place Taj Mahal into the list of World Heritage Site and consider it as "the jewel of Muslim art in India and one of the universally admired masterpieces of the world's heritage".

Taj Mahal **is** a very **large** tomb made of ivory-white marble. The building looks like a mosque, a place for a moslem to pray. Once we **see** it, we will **get** the impression that Islamic architectural style **is** very **strong** in the building, starting with the wall and the calligraphy decorations on it, a **huge** dome on top of the building along with 4 minarets on every corner of the base walls. The dome is also **made** of marble with size **nearly** 35 meters and the top of it is decorated with a lotus design. The minarets is also decorated with a very detailed lotus motif.

If we **come** from the main entrance, we will **see** a **large** pool in front of the building, **this** pool is called the reflecting pool as it will reflect the image of **The Taj** to the sky. Once we **enter** the building, we will **find** that there are more decorations on the inner wall. The tomb as the central focus of the building is located at the lower level. The graves of Mumtaz Mahal and Shah Jahan were positioned next to each other in a large room with Persian style decorations.

Focus on Specific
Participants

Using Simple
Present Tense

Using Adjectives
and Adverbs

Using Action
Verb

←
→

Figure 4.3. Describing History Place

d) Associating

In this step, the teacher tried to arise the students' critical thinking. This step can be done by giving a practice to the students. The teacher ask the student to click Topic Menu button and move to the blank button to show another exercise of writing descriptive text and guide them to be able to write. The appearance of the practice were presented in the following picture below.

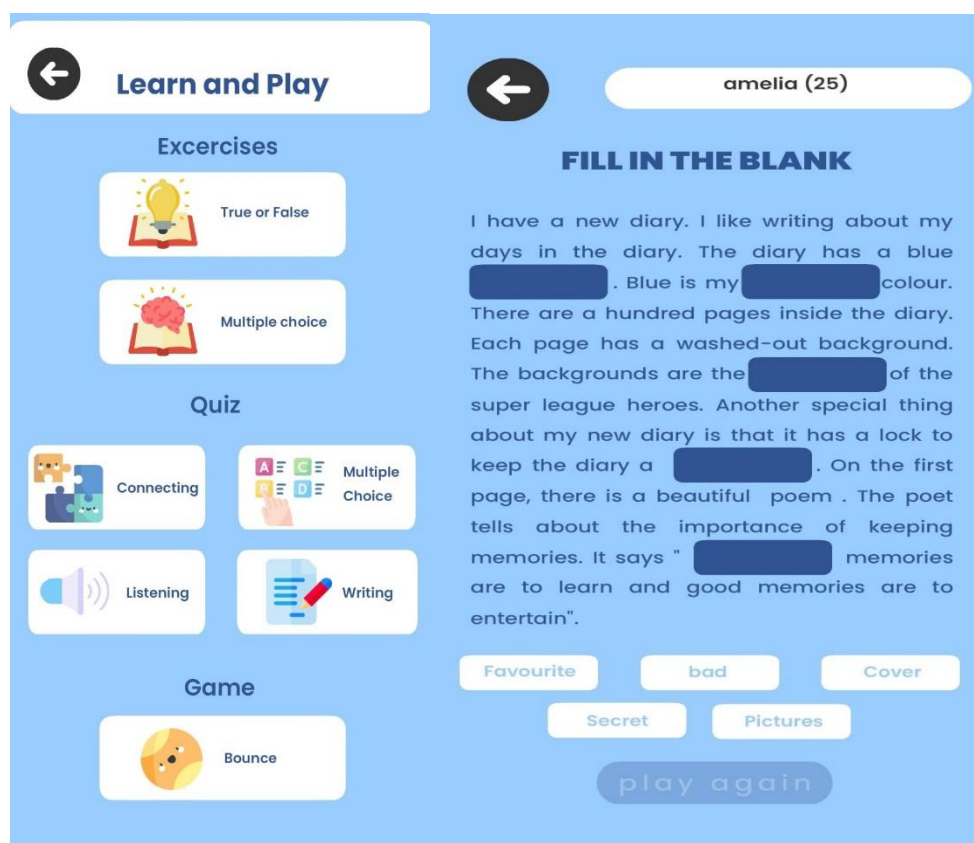


Figure 4.4. Describing Food Activities

Teacher must control the students activity to answer the question after seeing the slide and present the answers in front of the class, so that the whole class can participate in the discussion of the answers. Then,

another students will take turn.

e) Communicating

Communicating step was the step to conclude all the knowledge that the students had been learned. In this step, the teacher guided the students to make a conclusion about the material and also do some corrections to the students. For example, the teacher can summing up some difficult vocabulary got from the text that they can be memorized later.

4. Validating by Experts

The media that previously being created was approved by specialists. Survey sheet was utilized by the specialists to gauge regardless of whether the Intelligent Mixed media was at that point proper.

The survey was made in light of rating scale. The scale are great (5), great (4), fair (3), less (2), extremely less (1). The master's poll filled by **Shafridawati, MA** (English Lecturer in IAIN Langsa) and **Eva Lindasari, M.Pd** (English Teacher in SMP Swasta Dwi Tunggal Medan). They really look at the data and parts in the learning media, like tone, textual style, content, and instrument. There were three angles in the specialists' poll, they are content perspective, media viewpoint, and intelligence perspective.

Table 4.3. The Data of Expert's Validation to Content Aspect

Items Assessed	Experts		Percentages	Criteria
	I	II		
Materi sudah sesuai dengan tujuan pembelajaran yang ada	5	5	100	Excellent

dalam media interaktif.				
Materi sudah sesuai dengan kebutuhan siswa dalam mempelajari Bahasa Inggris	5	5	100	Excellent
Penggunaan tata bahasa, ejaan dan struktur kalimatnya sudah benar dan mudah dipahami	5	5	100	Excellent
Kesulitan soal dan evaluasi sudah sesuai dengan kemampuan siswa	4	4	80	Good
Materinya bermanfaat dalam kehidupan siswa	4	5	90	Excellent
Jawaban sudah cukup (respon terhadap jawaban benar dan salah)	4	5	90	Excellent
An overall assesment	27	29	93.3	Excellent

From the table above, it can be showed that the average score expert's validation of the linguistic aspect given by the experts is 93.3%, so the assesment of the indicators is impresive. The first aspect was to identify whether the learning media already fulfilled the standard to be used in explaining the descriptive text, which already categorized as excellent by the experts, which meant the learning media was appropriate for the class.

Table 4.4. The Data of Expert's Validation to Media Aspect

Items Assessed	Experts		Percentages	Criteria
	I	II		
Desain huruf/font sudah tepat dalam gaya dan ukuran	4	5	90	Excellent
Teks sudah jelas dan mudah dibaca	4	5	90	Excellent
Komposisi dan kombinasi warna sudah baik	5	4	90	Excellent
Tampilan gambar sudah baik.	4	4	80	Good
Mudah menggunakan <i>software</i> (media interaktif)	5	5	100	Excellent
Petunjuk penggunaan <i>software</i> sudah jelas	5	5	100	Excellent
Mudah mengoperasikan tombol-tombol yang tersedia	5	4	90	Excellent
Siswa bebas memilih menu	5	4	90	Excellent
Siswa mudah memilih menu	5	4	90	Excellent
Suara dan musik sudah sesuai dengan tampilan layar	5	5	100	Excellent
Suara percakapan(dialog) dan <i>pronunciation</i> sudah jelas	5	4	90	Excellent
Media membantu siswa untuk memahami materi dengan mudah dan menarik	5	5	100	Excellent
Media bisa membangkitkan motivasi siswa dalam belajar Bahasa Inggris	5	5	100	Excellent
An overall assesment	62	59	93	Excellent

From the table above, it shows the normal score master's approval to media viewpoint given by the specialists is 93%, so the appraisal of the pointers is incredible. This aspect was used to identify the relevancy of the layout, including the fonts, backgrounds and also characters used in the learning media. Another components that being identified was the arrangement of the fonts and the design materials whether it was suitable for the students or not. Also it identified the visualisation and the quality of the learning media. Overall the components was categorized as excellent by the experts.

Table 4.5. The Data of Expert's Validation to Interactivity Aspect

Items Assessed	Experts		Percentages	Criteria
	I	II		
The interactivity of this interactive media is in accordance with the students' abilities	4	5	90	Excellent
This interactive medium provides an opportunity to interact with icons or buttons	4	5	90	Excellent
This interactive media asks students to apply what they have learned instead of memorizing it	4	5	90	Excellent
Students can operate the media independently	4	4	90	Excellent
Students can learn independently by using this interactive media	4	5	90	Excellent
An overall assesment	20	24	90	Excellent

From the table above, it tends to be showed that the normal score master's approval of the intelligence angle given by the specialists is 90%, so

the appraisal of the markers is great. The intelligence viewpoint used to distinguish whether the learning media was at that point satisfy the connection between understudies to the media and whether the learning media allowed the opportunity for the understudies to autonomously study.

Table 4.9. The Result Data of Experts Validation of Interactive Multimedia

No	Item Assessed	Experts Validation (Percentages)	Criteria
1	Content Aspect	93.3	Excellent
2	Media Aspect	93	Excellent
3	Interactivity Aspect	90	Excellent
	An overall assesment	92	Excellent

From the table above, it shows the average score expert's validation form the lecturer and the teacher. They validate the media related the three aspects given by the experts is 92%, so the assessment of the indicators is excellent. In general, based on the validation of some experts, these materials were appropriate to be used by the seventh grade students of SMP Swasta Dwi Tunggal Medan.

5. Revising

There were some revisions as suggested by experts.

a) **Shafridawati, MA.** suggested as follows;

This learning media is considerably useful to support students English language learning. The presentation of the material is clear and the examples are addedeuate . Those may ease students to understand and practice

the topic. To develop the quality of the application, I would suggest to add answer keys, especially in the application for teachers and add to the vocabulary list.

b) **Eva Lindasari, M.Pd.** suggested as follows;

The learning media is already good and already appropriate to be used in the teaching-learning process.

6. Final Product

Subsequent to amending the media, the end result had been finished. The media was at that point founded on the understudies' requirements and fitting to be utilized in the showing learning process which had the option to improve the understudies' energy and accomplishment.

B. Discussions

The result of this study is to develop a learning interactive multimedia and to find out the needs for the seventh grade students. The researcher developed the learning interactive multimedia because the media is not appropriate for grade X students in SMP Swasta Dwi Tunggal Medan. The media contains of basic competence as the basis and is believed to be able to ease the students in ability in writing descriptive text.

The developed media Interactive Multimedia were gotten by conducting the research and development stages by Gall et. al. (2003:407). The stages consisted of gathering the information needed that the lesson book used by the grade seventh students and Power Point Text as the media that used by the teacher in teaching the descriptive text writing was not significantly affected on the

teaching-learning process. As result, the researcher developed interactive multimedia for teaching writing&descriptive text for grade 7th students.

Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially writing skill. Arsyad (2002:3) stated that media is really needed to support some activities in the class. And also the learning media being used can arise students' motivation to learn using interesting and attractive media.

The validation result consisted of 3 aspects, there were content aspect, media aspect, interactivity aspect. The average score expert's validation of content aspect 93,3% and the criteria was excellent. The average score expert's validation of media aspect 93% and the criteria was excellent. The average score expert's validation interactivity aspect 90% and the criteria was excellent. The average score expert's validation of are content aspect, media aspect, interactivity aspect, given by the specialists is 92%, so the evaluation of the markers is incredible. In general the results of expert validation on Interactive Multimedia is very good. Based on the validation sheets result that given to the leacturer and also the teacher, the text that is very suitable to be applied in the classroom is a descriptive text about people, foods, and places which it related to their grade. Because the content of the text not only can be understood easier for the student, but also the text represent the students experience daily life better than others text given.

There are only a few things that should be improved to make the learning media better. There are also some suggestions given by the experts about the learning media. The character should be represented the Indonesian kids to make

it more relate to the daily activity. Moreover, it should exist an learning objective/goal.

At the end, this study is aimed to suggest the teacher to use interesting, effective, and efficient learning media based on the students' needs. Also another goal is to enrich teacher knowledge about using and providing the writing media that appropriate in order to be applied in the classroom. As professional teachers, it is the duty to enrich the students' knowledge and always find ways to gain their enthusiasm and motivation in learning English

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzing the data, the researcher draws the conclusion that the students' existing writing media are not interesting, and also the media that being used by the teacher was not effective enough to make the students understand about the descriptive text writing. They find it is difficult to speak and make a descriptive text which eventually brings them to be passive learners. They want to have the interesting and effective media which motivate them to learn and write the kind of descriptive text. The solution for them is developing the new writing media. Developing media by Interactive Multimedia follow the R & D phases by Gall et. al. (2003) which is simplified into, (1) Gathering Data and Information; (2) Need Analysis; (3) Design Media; (4) Validate by expert; (5) Revision; (6) Final Product. The score of validation from the validators was 92% and it was categorized as excellent. In means that the media were valid and appropriate to use as learning media for students.

B. The Suggestion

There were some suggestion given for the consideration the future. For the teacher, teacher should consider the students' needs in choosing the learning media. The learning process can be successfull if the teacher mastered in explaining the descriptive text as well as using a learning media that can support them. Then, the teacher also should pay attention to kind of text that will be given

to the students. For this reason, a descriptive text about person, things, and places is really suitable for the teacher to be used in the class, because it represented the daily life experience of the students better than others text given. For the students, they can use the Interactive Multimedia as a media for them to be used in writing descriptive text. For the next research and development, the testing should be conducted when the students were studying about writing descriptive text in order to get the evaluation more accurate

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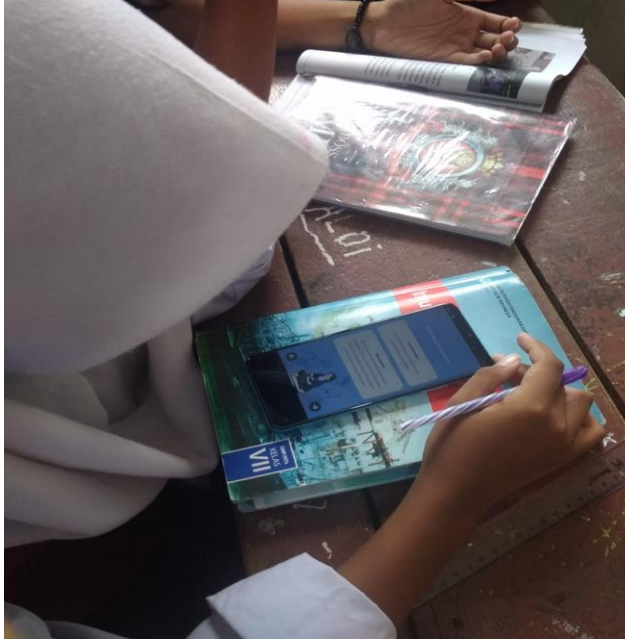
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Lampiran 1. Foto Penelitian







Lampiran 2. Angket Validasi Ahli Materi

Angket Penilaian dan Tanggapan Ahli Materi Pembelajaran
ANGKET PENILAIAN DAN TANGGAPAN TERHADAP MATERI PEMBELAJARAN
INTERAKTIF PADA MATA PELAJARAN BAHASA INGGRIS

Kepada Yth, Bapak/Ibu
Ahli Media Pembelajaran
Fakultas Tarbiyah Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Langsa

Dalam rangka penulisan Skripsi untuk menyelesaikan studi Program Sarjana pada Program Studi Pendidikan Bahasa Inggris di IAIN Langsa, saya mengembangkan media pembelajaran bermuatan multimedia interaktif pada mata pelajaran bahasa Inggris.

Sehubungan dengan hal tersebut, saya mohon kesediaan Bapak/Ibu untuk menerima produk media pembelajaran interaktif ini, kemudian memberikan tanggapan dan penilaian terhadap kelayakan isi, penyajian media pembelajaran, aspek kebahasaan dan pertanyaan yang kami ajukan yang berkaitan dengan isi media pembelajaran interaktif tersebut. Adapun cara pengisian angket ini dengan memberikan tanda ceklist pada salah satu kolom jawaban yang sesuai dengan pendapat Bapak/Ibu dengan skala penilaian 1 sampai 5 dengan kriteria 1 : sangat kurang, 2 : kurang baik, 3: cukup baik, 4: baik dan 5 : sangat baik.

Saya mohon Bapak/Ibu untuk memberikan jawaban sesuai pertanyaan yang kami ajukan dalam angket ini serta menuliskan komentar maupun saran. Jawaban, komentar, maupun saran dari Bapak/Ibu akan sangat bermanfaat bagi kami untuk melakukan revisi-revisi sehingga dapat meningkatkan kualitas produk media pembelajaran interaktif yang akan kami kembangkan ini.

Atas perhatian dan bantuan Bapak/Ibu/Saudara saya mengucapkan banyak terimakasih.

Petunjuk Pengisian

1. Isilah tanda check pada kolom yang Bapak/Ibu anggap sesuai dengan aspek penilaian yang ada.
2. Kriteria penilaian mulai dari “sangat baik” sampai “sangat kurang baik” dengan rincian sebagai berikut:
 1. Sangat Kurang
 2. Kurang Baik
 3. Cukup Baik
 4. Baik
 5. Sangat Baik

I. ASPEK KELAYAKAN ISI

Indikator Penilaian	Butir Penilaian	Penilaian				
		1	2	3	4	5
		SK	KB	CB	B	SB
A. Kesesuaian materi dengan KD	1. Kelengkapan materi					✓
	2. Keluasan Materi					✓
	3. kedalaman materi					✓
B. Keakuratan Materi	4. Keakuratan konsep dan definisi				✓	
	5. Keakuratan data dan fakta				✓	
	6. keakuratan contoh dan kasus				✓	
	7. Keakuratan gambar					✓
C. Kemutakhiran Materi	8. Keakuratan istilah-istilah					✓
	9. Gambar, diagram dan ilustrasi dalam kehidupan sehari-hari				✓	
	10. Menggunakan contoh dan kasus yang terdpat dalam kehidupan sehari-hari				✓	
D. Mendorong keingintahuan	11. Mendorong rasa ingin tahu					✓
	12. Menciptkan kemampuan bertanya					✓

II. ASPEK KELAYAKAN PENYAJIAN

Indikator Penilaian	Butir Penilaian	Penilaian				
		1	2	3	4	5
		SK	KB	CB	B	SB
A. Teknik Penyajian	1. Keruntutan konsep				✓	
B. Pendukung Penyajian	2. Contoh-contoh soal dalam setiap kegiatan belajar					✓
	3. Soal latihan pada setiap akhir kegiatan belajar					✓
	4. Kunci jawaban soal latihan	-	-	-	-	-
	5. Pengantar	-	-	-	-	-
	6. Daftar Pustaka	-	-	-	-	✓
	7. Keterlibatan peserta didik					
	C. Penyajian Pembelajaran	8. Keterkaitan antar kegiatan belajar/sub kegiatan belajar/ alinea				✓
D. Koherensi dan Keruntutan Alur Pikir	9. Keutuhan makna dalam kegiatan belajar/sub kegiatan belajar/ alinea				✓	

III. ASPEK KELAYAKAN BAHASA MENURUT BSNP

Indikator Penilaian	Butir Penilaian	Penilaian				
		1	2	3	4	5
		SK	KB	CB	B	SB
A. Lugas	1. Ketepatan struktur kalimat					✓
	2. Keefektifan kalimat					✓
	3. Kebakuan istilah					✓
B. Komunikatif	4. Pemahaman terhadap pesan atau informasi					✓
C. Dialogis dan Interaktif	5. Kemampuan motivasi pesertadidik					✓
D. Kesesuaian dengan Perkembangan Peserta didik	6. Kesesuaian dengan perkembangan intelektual peserta didik					✓
	7. Kesesuaian dengan tingkat perkembangan emosional peserta didik				✓	
E. Kesesuaian dengan Kaidah Bahasa	8. Ketepatan tata bahasa				✓	✓
	9. Ketepatan Ejaan				✓	✓

Tingkatan Pencapaian	Klasifikasi Validitas
81,26% < P ≤ 100%	Sangat Valid
62,26% < P ≤ 81,25 %	Valid
43,76 < P ≤ 62,25%	Kurang Valid
25% < P ≤ 43,75 %	Tidak Valid

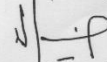
C. KOMENTAR DAN SARAN

Media ini sangat mendukung Pembelajaran Bahasa Inggris.
 Penyajian materi Jelas dan dilengkapi contoh sehingga
 Memudahkan siswa memahami dan mempraktekkan konsep
 yang diajarkan. Media layak di uji coba.

Saran : Masu Media dapat dilengkapi dengan -
 latihan Kunci Jawaban khususnya untuk aplikasi
 untuk 'Guru' dan Menambah daftar kosa kata.

Langsa, 7 Desember 2019

Ahli Media,



Shapriawati, MA

NIP. -

Lampiran 3. Angket Validasi Ahli Media

Angket Penilaian dan Tanggapan Ahli Media Pembelajaran
ANGKET PENILAIAN DAN TANGGAPAN TERHADAP MEDIA PEMBELAJARAN
INTERAKTIF PADA MATA PELAJARAN BAHASA INGGRIS

Kepada Yth, Bapak/Ibu
Ahli Media Pembelajaran
Fakultas Tarbiyah Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Langsa

Dalam rangka penulisan Skripsi untuk menyelesaikan studi Program Sarjana pada Program Studi Pendidikan Bahasa dan Sastra Inggris di IAIN Langsa, saya mengembangkan media pembelajaran bermuatan multimedia interaktif pada mata pelajaran bahasa Inggris.

Sehubungan dengan hal tersebut, saya mohon kesediaan Bapak/Ibu untuk menerima produk media pembelajaran interaktif ini, kemudian memberikan tanggapan dan penilaian terhadap tampilan gambar, tampilan desain, kemenarikan dan pertanyaan yang kami ajukan yang berkaitan dengan isi media pembelajaran interaktif tersebut. Adapun cara pengisian angket ini dengan memberikan tanda ceklist pada salah satu kolom jawaban yang sesuai dengan pendapat Bapak/Ibu dengan skala penilaian 1 sampai 5 dengan kriteria 1 : sangat kurang, 2 : kurang baik, 3: cukup baik, 4: baik dan 5 : sangat baik.

Saya mohon Bapak/Ibu untuk memberikan jawaban sesuai pertanyaan yang kami ajukan dalam angket ini serta menuliskan komentar maupun saran. Jawaban, komentar, maupun saran dari Bapak/Ibu akan sangat bermanfaat bagi kami untuk melakukan revisi-revisi sehingga dapat meningkatkan kualitas produk media pembelajaran interaktif yang akan kami kembangkan ini.

Atas perhatian dan bantuan Bapak/Ibu/Saudara saya mengucapkan banyak terimakasih.

Petunjuk Pengisian

1. Isilah tanda check pada kolom yang Bapak/Ibu anggap sesuai dengan aspek penilaian yang ada.
2. Kriteria penilaian mulai dari "sangat baik" sampai "sangat kurang baik" dengan rincian sebagai berikut:
 1. Sangat Kurang
 2. Kurang Baik
 3. Cukup Baik
 4. Baik
 5. Sangat Baik

A. ASPEK PENILAIAN

Aspek	Indikator	Skor					Catatan perbaikan
		1	2	3	4	5	
Tampilan gambar	1. Kecerahan gambar dan latar				✓		
	2. Warna gambar pada media sudah baik				✓		
	3. Kesesuaian ukuran gambar pada tiap slide				✓		
	4. Kesesuaian tata letak gambar				✓		
	5. Kesesuaian ilustrasi gambar dengan konsep materi				✓		
	6. Kejelasan sajian gambar untuk memperjelas materi				✓		
Tampilan desain	7. Kesesuaian jenis huruf				✓		
	8. Kesesuaian pilihan ukuran huruf				✓		
	9. Huruf tertera jelas dan tersusun baik.				✓		
	10. Kalimat pada slide tersusun dengan baik				✓		
	11. Kesesuaian tampilan tulisan dengan suara.				✓		
	12. Kejelasan sajian gambar untuk memperjelas materi.				✓		
Kemenarikan	13. Mudah menggunakan <i>software</i> (media interaktif)				✓		
	14. Animasi yang digunakan menarik				✓		
	15. kombinasi warna menarik				✓		
	16. Mudah mengoperasikan tombol-tombol yang tersedia				✓		
	17. Efek musik membuat pembelajaran menjadi menarik				✓		
	18. Efek suara tidak mengganggu penyampaian materi				✓		
	19. Suara percakapan(dialog) dan <i>pronunciation</i> sudah jelas				✓		

20	Media membantu siswa untuk memahami materi dengan mudah dan menarik							✓
21	Media bisa membangkitkan motivasi siswa dalam belajar Bahasa Inggris							✓
Total skor								
Persentase								
Klasifikasi Validitas								

Tingkatan Pencapaian	Klasifikasi Validitas
81,26% < P ≤ 100%	Sangat Valid
62,26% < P ≤ 81,25 %	Valid
43,76 < P ≤ 62,25%	Kurang Valid
25% < P ≤ 43,75 %	Tidak Valid

C. KOMENTAR DAN SARAN

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langsa, 7 desember 2021

Ahli Media,

Maulbeddin Afm. M.Ed

NIP.