

Improving Students' Learning Outcomes in Learning English by Using Interactive Multimedia

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Abstract

Technology can change the paradigm of teacher-centered to be student-centered. One of the advantages of the technology is in utilizing multimedia. Multimedia is one type of media that can be used as the solution to improve the student motivation and participation in learning process. This classroom action research aims to improve English learning outcomes of students in SMA Negeri 2 Kota Bengkulu by using interactive multimedia. The research sample is students of class X IPS A consisting of 36 students. Samples were taken by purposive. The stages of the research consisted of Planning, Implementation, Observation and Reflection. The result showed that before being treated, there was 41.6 % students who had grades above the minimum criteria. Then, students' learning outcomes increased to 58.3 % in the first cycle, and 83.3 % in the second cycle. It can be concluded that interactive multimedia can improve learning outcome of the students.

Keywords: classroom action research; interactive multimedia; learning outcomes

INTRODUCTION

Education in the industrial revolution 4.0 era makes technology the main ingredient in learning. Both teachers and students need to master technology (Meiliani, et al. 2021). Technology will always evolve with the times (Rozal, et al. 2021), so learning actors are required to adapt to these changes (Putra, et al. 2021). The ability of teachers to master technology is very influential in improving the learning process as an interactive medium which causes students to be more active in carrying out their activities (Sulman, F. 2019). However, the reality on the ground today is different. This is because teachers and students do not master technology in carrying out the learning process. The teacher carries out

the learning process without utilizing technology so that students are not motivated to learn, especially learning Physics (Sulman, et al. 2021). Even though teachers are led to innovate the learning model and can present a pleasant atmosphere in the learning process. The teacher is also responsible for the knowledge and student learning outcomes related to the material that has been obtained.

English is a foreign language that has an important role in the world of education, taught from elementary schools to tertiary institutions. Handayani (2016) states that mastery of English is the basic capital to be competent in facing the global era. English learning in Indonesia has been taught from elementary, junior high to high school. English is also a second language or a foreign language that is mandatory to school after the first language Bahasa Indonesia. In fact, based on the results of a survey in Senior High School number 2 Bengkulu city, learning English becomes a subject where many students still get low scores. Interviews conducted showed students were still lacking in the vocabulary mastery and lacked confidence when using English. The learning media used are only textbooks or PowerPoint slides. This condition is a factor in the lack of mastery of English. Whereas the level of literacy in learning English especially high school students is the level at which students are expected to be able to access knowledge with language skills.

The use of instructional media becomes a very important point apart from strategies and methods and learning, using appropriate media and the renewal of the media used will facilitate students and educators in carrying out learning and teaching activities. The use of attractive media can arouse enthusiasm, new curiosity and provide a positive influence in the development of student psychology. With the media, educators can provide an environment, atmosphere that is appropriate for students in teaching and learning activities. Interactive media is a media that plays an important role in the process of increasing student understanding and has a positive influence on student learning outcomes (Panjaitan, et al. 2020). Furthermore, learning using interactive media is very interesting, easy for students to understand, and does not get bored quickly

because this interactive media is a learning technique that is done with exiting activities (Suri, et al. 2022).

Considering the conditions above, it is necessary to create innovation in teaching create attractive and efficient learning activities. A good strategy should be able to involve both teacher and students and invited them to go along with the learning activities. To make the teaching process interesting and the purpose of the teaching-learning process achieved, teachers needed to apply an appealing strategy. An attractive strategy is essential to engage students to learn more enthusiastically. One of the strategies is using interactive multimedia in teaching and learning process. Based on the background above, the researcher conducted action research to investigate and improve senior high school number 2 Bengkulu city students' outcomes in learning English by using interactive multimedia.

METHODS

This research is classroom action research (CAR). This research was carried out systematically on various actions taken by the teacher, ranging from planning to assessment in the classroom aimed at improving the basic vocabulary of multimedia-based English to be even better. Action research is directly related to field practice in realistic situations (McKernan, J & McNiff, J. 2013) The scope of the research is minimal, and action research is more aimed at making changes to all participants and changing the situation of the place of the research. This is done to achieve continuous improvement in practice.

The research subjects were all students of class X IPS A Bengkulu City 2 Public High School with a total of 36 students. The sample was taken by purposive sampling because the researcher is the teacher who is responsible for teaching the class when carrying out the PPL program. This research was conducted from March to April 2023. Technique in collecting data of learning outcome scores used a written test. Research data analysis techniques using qualitative and quantitative descriptive analysis. Indicators of completeness of learning outcomes are determined through the value of English mark with a minimum class average equivalent to 75, and the criteria for completeness of

learning outcomes must reach at least 80%. This action research refers to research conducted by Kemmis and McTaggart who developed their research based on the action research concept developed by Lewin, through several changes (Arikunto, 2013). Action research is carried out in two cycles, each cycle consisting of two meetings. Kemmis and Mc Taggart stated that each CAR research cycle consisted of 4 stages, namely: planning, acting, observing, and reflecting.

Planning

Planning is a design stage that is used to improve English learning outcome. The design is made based on the results of observations that have been made in previous learning. Planning is done to make learning plans that are interesting and achieve learning objectives.

Acting

The treatment of actions taken in the classroom is based on the learning scenario that has been made. Learning scenarios that have been made are flexible and can change when they are implemented. This is adjusted to the class conditions when learning takes place.

Observing

Observations are made during the learning process. This observation was carried out in conjunction with the treatment process. Observations were made to find out the learning process of English vocabulary in the classroom during one cycle.

Reflecting

Reflection is done after analyzing the implementation in Cycle 1. Reflection is done to assess the learning that has been done in the first cycle that has been done. Reflection is done as a material for improvement in the following learning, namely in Cycle 2. Reflection is used as a guide for planning in Cycle 2.

FINDINGS AND DISCUSSION

The learning outcomes of students in each cycle can be seen in Table 1, and the learning outcomes of each student are seen in Table 2 below.

Table 1. Learning Outcomes in each Cycle

Category	Percentage of students with English mark equivalent to 75 and more	Description
Pre-cycle	41.6 %	15 students pass
Cycle 1	58.3 %	21 students pass
Cycle 2	83.3 %	30 students pass
Success indicator is 80% out of 36 students		

Table 2. Learning Outcomes of Each Student

Students	Pre-cycle	Cycle 1	Cycle 2	Description
1	70	75	80	Improving
2	80	85	95	Improving
3	75	80	85	Improving
4	65	75	80	Improving
5	60	70	75	Improving
6	60	70	80	Improving
7	75	80	80	Improving
8	75	80	80	Improving
9	75	80	85	Improving
10	50	60	75	Improving
11	45	50	70	Improving
12	80	85	90	Improving
13	65	70	75	Improving
14	85	85	95	Improving
15	80	85	85	Improving
16	75	80	85	Improving
17	60	65	75	Improving
18	75	75	80	Improving
19	60	75	80	Improving
20	45	50	70	Improving
21	55	60	75	Improving
22	50	50	70	Improving
23	40	50	60	Improving
24	80	80	85	Improving
25	75	80	85	Improving
26	65	75	80	Improving
27	65	75	80	Improving
28	75	80	80	Improving
29	50	65	75	Improving
30	80	80	85	Improving
31	75	80	85	Improving
32	60	60	70	Improving
33	50	60	75	Improving

Students	Pre-cycle	Cycle 1	Cycle 2	Description
34	65	75	75	Improving
35	65	70	75	Improving
36	55	55	70	Improving
Percentage (above 74)	41.6 %	58.3 %	83.3 %	Pass success indicator

Pre-cycle

The implementation of a series of pre-cycle activities is carried out in one meeting. Pre-cycle activities include class observations when the teacher presents material online, outreach to students regarding the learning process using various platforms such as Kahoot, Quizzes Padlet, Word Puzzle, Canva and interviews conducted with students. The researcher carried out observation activities around the class when learning took place using rubrics and field notes assisted by two observers. Based on the results of interviews and pre-cycle observations, information was obtained that students' attention to the lesson is still not optimal, students who are active in learning in class dominated by students who are diligent and tend to have good knowledge skills.

During the pre-cycle it is known that not all students can understand the material 'too and enough' thoroughly, the students' attention to the teacher's explanation is still not enthusiastic. Then, a final test was also carried out on the pre-cycle activities to find out the completeness of the learning outcomes of the English subject students with the material 'too and enough'. The average pre-cycle final test score obtained in this study was 41.6% or 15 of 36 class X IPS A students whose scores met the Minimum Completeness Criteria (KKM), that is 75.

Data of Cycle 1

Based on the pre-cycle data obtained, it can be seen that the ability or achievement of English subject in students is still low and the learning activities are monotonous . One solution is by utilizing interactive multimedia in the form of learning flatform, online quiz, online games, or animated presentation.

Learning is arranged so that students' English outcome can be improved. The results of this initial assessment are a reference for researchers in making action treatment plans. In this research, there are four stages done, namely planning, acting, observing, and reflecting.

Activities carried out in planning in Cycle 1 include preparing Learning Implementation Plans (RPP), compiling learning media such as Powerpoint slides, forming discussion groups, compiling Student Worksheets (LKPD), written tests or quizzes, and sheets for collecting observation results.

The activities carried out in Acting in Cycle I included learning 'too and enough' material using various multimedia, namely powerpoint slides, worksheets, and online quizzes through Kahoot. Learning began by providing stimulus to students through the video that is shown. Then, students are guided by the teacher together to capture learning input from the video given. The teacher also provides basic learning about the material being taught. After that, students will be asked to do group discussion guided by the worksheets provided, the results of each group's discussion will be presented in front of the class. Each group is obliged to respond to the results of the presentation of other groups. After the discussion, an assessment in the form of a quiz via Kahoot is given to students to measure their level of understanding.

Activities carried out in observing stage in Cycle I are observations by observers of the activeness of students in participating in the learning process. Indicators of active learning observed based on observation sheets prepared by researchers. The implementation of learning is better than pre-cycle, more students are enthusiastic and actively involved in learning activities. In addition, the number of students whose scores have reached the KKM increased to 58% of the students who took the final test of Cycle I.

The activities carried out in Cycle I reflecting were analyzing research data on Cycle I activities, and drawing conclusions that the implementation of learning in Cycle I was better than pre-cycle, but the results were still far from what was

expected. When presenting material and carrying out learning activities, more students are active because they are led to collaborate through group discussions. Their motivation also increases when taking tests through Kahoot because they usually only use books or paper. During Cycle I activities, the treatment started to go well and the students started to collaborate however, not all students took the discussions seriously. Only a few of them are serious about having discussions, especially those who do have better skills and understanding. This is thought to be due to the fact that only one worksheet is given for each group and each group member is not given a task and role in the group.

Before entering the learning activities in Cycle 2, the researcher tried to plan a series of Cycle II activities from planning to reflecting. The process of learning activities in Cycle II is still the same as Cycle I, but there are several changes, especially to optimize the learning process, especially when conducting discussions.

Data of Cycle 2

The steps taken in cycle 2 are not much different from those carried out in cycle 1. Starting with planning, namely preparing material and media to be used during learning. Unlike in cycle 1, learning in cycle 2 uses Padlet media as a student discussion forum. In cycle 1 the discussion used worksheets and this was considered less effective in getting all students to participate or work on the prepared learning activities. By using this Padlet, it is hoped that discussions will be more effective because each student can easily write or express his opinion during discussions.

The treatment carried out in the Acting step in cycle 2 adjusts to what has been planned and the material to be taught is 'proverbs'. First, learning begins with giving a stimulus in the form of pictures and some examples of proverbs that are usually found in student books. From this, students are expected to be able to conclude what they will learn next. Then, the lesson continues by displaying several examples of proverbs and situations when using them and students are asked to determine the correct proverb for the situation. The teacher also displays

several proverbs in Indonesia and students are asked to determine which English proverb has the same meaning as in Indonesia. In group discussion activities, students are asked to describe and describe as clearly as possible the proverbs that have been drawn. Each student was also given a task and role, that is, someone analyzed the right situation to use the proverb, someone illustrated with pictures, and someone gave an example of the right dialogue. So that every student is busy with learning activities and they can discuss effectively and easily through Padlet. Then, the treatment also finished by doing assessment through Kahoot.

During the implementation of research in Cycle II, observation was carried out by observers to look at the activeness of students participating in learning. The indicators of active learning were collected based on the observation sheet that had been prepared by the researcher. The implementation of learning in Cycle II was better than Cycle I, and the number of students who were actively involved increased. This is evidenced by the number of students who completed the KKM score was 83.3% of the students who took the final Cycle II test.

In reflecting stage on Cycle 2, it can be concluded that students prefer learning English using various interactive multimedia such as Padlet, Kahoot, videos, pictures and PowerPoint slides. The majority of students are already very active in learning activities, this indicates that the class conditions look livelier, fun, and are dominated by active student participation when answering questions both questions during study discussions, presentation of material, exercises, and tests end. Furthermore, the number of students whose scores have reached the KKM reached more than 80%, which means that the success criteria have been achieved.

The active role of students in a series of English learning process activities can be seen from the involvement and sincerity of students working together during learning activities, when working on all assignments, quizzes, and worksheets (learning activities) carried out in each cycle. It can be seen that the participation of students in answering as many questions as possible in order to get a reward or appreciation from the teacher. Each member of the group, whether high ability, moderate ability, or low ability students competed with each other in

learning activities, especially when working on group discussions in Padlet and practice questions through Kahoot in order to become the best group. The active learning of students can be seen from the behavior of students during the learning process (Sudjana, 2017). In order for learning activities to achieve learning objectives, learning must show good activity, students must also have a good attitude towards the teaching and learning process, which is shown by being more active in discussing both small and large groups so that students can get used to participating as well as in increasing self-credibility and being able to apply it in everyday life. The more active students are in learning, the better the feedback they will get (Ahmadurifai, 2020).

CONCLUSION AND SUGGESTION

Based on research data analysis and discussion in this study, it can be concluded that the use of interactive multimedia can improve high school students' English learning outcomes. This can be seen from the achievement of learning outcomes after going through cycle II, 83.3% of students who passed the indicators/signs of achievement was obtained. The implementation of multimedia-based learning equipped with video, pictures, texts, and other online platforms can improve students' learning outcome, as evidenced by the increasing number of students who pass the KKM score in each cycle.

Being able to teach is not the only task for teachers. They also need to develop the material used in teaching process since not all the materials are provided and suitable with the students' need. The teacher's ability in utilizing multimedia is definitely required. Nowadays, most teachers are able to use technologies. However, technology enables teachers to explore their creativity in creating an innovation in teaching process. They need to learn how to design and develop multimedia material by using various platform provided.

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