

Development of Interactive Learning Media Based on Multiliteration for Ability to Develop Exposition Texts in Class X Students of SMA Negeri 1 Salapian

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Abstract. Interactive learning media based on multiliteracy is designed to be used by students at school and at home. This study also aims to help Indonesian teachers in Indonesian learning at school. This research was conducted at SMA Negeri 1 Salapian by taking samples for testing using interactive media based on multiliteracy in Class X students of SMA Negeri 1 Salapian using the R&D method by Borg and Gall (2003:570) which consisted of the preliminary study stage, initial product development and product trial. The value of the daily test results before using interactive media as a pretest and test scores using interactive media as a posttest were then compared to determine whether or not there was an effect after using this interactive media. The final result of this development research is that the difference between the pretest and posttest is 9.53, the increase in score is greater than before.

Keywords: Media, Interactive, Indonesian, multiliteracy

1 Introduction

Multiliteracy-based learning is one of the learning designs used in the context of K 13. The concept of multiliteracy is designed to answer the skills needed in the 21st century. Meeting the demands of the 21st century, teachers should choose appropriate, effective learning strategies that are also able to stimulate students to think critically. Technology, especially multimedia, has an important role in the learning process. In the learning process, apart from teachers and students very important elements are learning methods and learning media.

The research of Cahyasari, I (2016) are similar studies that discuss the development of interactive learning media. Researchers essentially concluded in research that interactive learning media can provide effectiveness in learning. Learning media is very important in its contribution to learning, so a good learning media is needed in the learning process, especially Indonesian language lessons.

Language is the driver of knowledge of all kinds of knowledge using language as a medium of delivery. [1]

Language is one of the most important things in life, especially Indonesian . Interesting and interactive learning media are very important to support the Indonesian language learning process, especially in exposition text material. It is unfortunate that there is no interactive learning media available in schools to support Indonesian language learning . The teaching process in Indonesian language learning feels stiff and lacks creativity, without interactive media it makes students feel bored to the point of difficulty in understanding the lesson so that the value obtained is relatively low, even only at a sufficient percentage. Multiliteracy-based interactive learning media will be a new nuance in learning.

2 Methods

This study uses the Research and Development (R&D) method at level IV. Sugiyono, 2017:47 Research and Development (R&D) method at level IV which refers to the research of the Borg and Gall model to research, test, and develop existing products and are adapted based on the research model [2]. This research was conducted at SMA N 1 Salapian by taking samples for testing of interactive media based on multiliteracy in Class X students at SMA N 1 Salapian.

3 Results and Discussion

3.1 Research Results

This research is a development research, so the product of this research is an interactive learning media based on multiliteracy

Needs Analysis. Before testing the feasibility of learning media, researchers first analyzed the needs of teachers and students for multiliteracy-based learning media. It is known from the results of the teacher's questionnaire analysis where 100% of teachers stated that there was no multiliterate-based exposition text learning media. 100% of teachers have never used multi-literacy-based learning media and from these students it was found that 85.15% of students answered that they needed multi-literacy-based learning media.

Testing the feasibility of the Assessment

Instrument. Based on the results of the study showed that results of the validation of material experts and design experts on learning media. The results of material expert validation on the feasibility of content obtained an average of 84.37% in the "Very valid" category, the presentation feasibility aspect obtained an average of 93.75% in the "Very valid" category and the language assessment obtained an average of 93.05% in the "Very valid" category. For graphic assessment by design experts, an average of 77.60% was obtained in the "valid" category.

Analyzing effectiveness learning. Based on effectiveness analysis the assessment instrument of the two teachers obtained reached 93.05% and for the thirty students obtained 85.80%, meaning that this assessment the instrument is effective. Based on the results of the test of student learning outcomes in writing exposition texts. At the time of pretest obtained an average of 70.68 and at the time of posttest obtained an average of 80.21. The difference between pretest and posttest is 9.53 which indicates that learning using multiliterate learning media in exposition text material is better than before. research on the feasibility and effectiveness of multiliterate-based interactive learning media is said to be good and feasible to use as a learning reference.

3.2 Discussion

Characteristics of Developing Interactive Learning Media Writing Exposition Texts Based on Multiliteration for Class X High School Students. The characteristics of the development of interactive learning media in writing multiliterate-based expository texts for class X high school students are based on theoretical analysis and analysis of the needs of students and teachers. Based on these results, it can be described the characteristics of media development in developing interactive exposition texts based on multiliteracy. Abidin (2015: 258) The characteristics of multiliterate learning media are: multiform, multicreative, and multifunctional. Rich in nature, which is able to reflect all authentic literacy models that exist in everyday life . Child-friendly, which is in accordance with the authentic experience of the child and in accordance with the various characteristics of other children . Elaborative is concerned with all types of literacy. Comprehensive, namely the model with respect to various fields of science. [3]

After the interactive learning media products developed in web form have been completed, the next step is checking. Checks are carried out both internally and externally. If the product runs smoothly without a hitch, proceed with the product validation stage. The product validation stage is carried out by material experts, media experts, and practitioners (teachers), then finally proceed to the trial stage, namely testing to students. The results of the assessment of material experts, media experts, and practitioners (teachers) on product quality indicate the feasibility of interactive learning media content in learning to develop multiliterate-based exposition texts for class X high school students including in the good category. Likewise, the results of the assessment of material experts, media experts, and practitioners (teachers) on product quality in terms of presentation feasibility, language feasibility shows that the results of material expert validation on content feasibility get an average of 84.37% in the "Very valid" category, the presentation feasibility aspect gets an average of 93.75% in the "Very valid" category and the language assessment obtained an average of 93.05% in the "Very good" category. For the graphic assessment by design experts, an average of 77.60% was obtained in the "valid" category. Interactive learning media in learning to write expository texts based on multiliteracy for high school students grade X is considered effective based on the results of the pretest obtained an average of 70.68% and at the time of post-test obtained an average of 80.21%. The difference between pretest and posttest is 9,53% which indicates that learning using multiliterate learning media in exposition text material is better than before.

Prototype and Results of Expert Assessment of Interactive Learning Media Writing Exposition Texts Based on Multiliteracy. The resulting interactive learning media products are packaged in web form. The production process of this interactive learning media is processed in the ISpring program. Broadly speaking, the interactive learning media product developed contains: (1) core competencies and basic competencies, (2) instructions for use, and (3) subject matter (4). Profile (5) learning activities 1 (6) learning activities 2 (7) evaluation (8) interactive quiz (9) discussion room. For more details, the process of research and development of multiliteracy-based learning media is described as follows. The main homepage contains the title of the learning media and the Start icon to enter the learning media view. Color selection has also been consulted with media design experts. This homepage displays the logo, namely the UNIMED logo. This main menu section contains 6 menus of 1) core competencies and basic competencies, (2) instructions for use, and (3) subject matter (4). Profile (5) learning activities 1 (6) learning activities 2 (7) evaluation (8) interactive quiz (9) discussion room . At the top of the main menu there is the title of learning media. At the bottom corner of the learning media there is a button that functions to close the program.

This part of the learning media contains 3 learning materials, namely Learning Activity 1 includes basic competencies, identifying the contents of the exposition text, distinguishing facts and opinions from the exposition text, completing the thesis with supporting arguments, retelling the ideas in the exposition text, and exercises . Learning activities 2 include revealing the structure of the exposition text, knowing the linguistics of the exposition text, analyzing the structure and language of the exposition text, compiling the exposition text and exercises. A discussion room is also provided for teacher or student questions and answers as well as a student discussion room for group division.

There is a Mozart Symphony No. 40 In G Minor, K.550 [complete]. According to Claudia Katika Panutan's research (2016) entitled the influence of Mozart's classical music on spatial ability, it shows that Mozart's classical music has a significant effect on spatial ability ($p= 0.034$; $p<0.05$). [4] This learning media also contains interactive quizzes in the form of multiple choice.

This study was adapted using Borg and Gall's R&D research, there were 10 stages, namely; The first stage is to find relevant literature sources and research results; analyzing the need for interactive media for learning to write multiliterate-based exposition texts for students of class X SMA. The second stage is compiling the characteristics of interactive media development in developing multiliterate-based exposition texts for students of class X SMA. The third stage is to design interactive media in developing multiliteracy-based exposition texts for students of class X SMA as needed; preparation for the preparation of interactive learning media. The fourth stage is expert validation of interactive learning media. The fifth stage is the first revision of the main product based on the advice of expert validators and teachers.

The sixth stage is individual trial (individual group questionnaire by 3 students with characteristics of high, medium, and low ability); Assessment questionnaires are given to users individually with the aim of knowing the validity of the product after it has been repaired based on a review consisting of three students. The input from this individual trial is then used as a basis for making improvements to the product.

The seventh stage is the second revision of the product if it requires revision; Small group trial (9 students), using a questionnaire. If there are deficiencies that need to be corrected from the

developed product, it will be revised. The eighth stage of the third revision of the results of the small group trial if necessary; Limited field group trial (32 students) namely class X SMA N 1 Salapian .

The ninth stage The fourth revision of the product if it still exists, analyzing and processing data, making conclusions. Stage ten The final product of multiliteracy -based learning media is learning media that has been developed and is ready to be applied to exposition text learning activities to help students improve understanding of the material being taught. The data in this study include three types of data, namely the results of observations, interviews, and questionnaires.

Product acceptance. Interactive learning media in learning to develop multiliterate -based exposition texts for high school students in class X is needed to support students' success in learning to develop exposition texts. The need for interactive learning media must be adjusted to the appropriateness standards of interactive learning media. Interactive learning media in learning to develop multiliterate-based exposition texts for X grade high school students is considered valid by experts.

Interactive learning media in developing multiliterate-based exposition texts for high school students in class X has been tested on students at school. This media got a response. positive results from students and teachers with evidence of increased ability to use interactive learning media. Based on these data, the researcher concluded that interactive learning media in learning to write expository texts could be accepted by students and teachers.

Product benefits. Interactive learning media in learning to develop multiliterate -based exposition texts for high school students in class X is important to support Indonesian language learning, especially the material for developing exposition texts. The focus of this interactive learning media is to train students to be able to develop exposition texts. In addition, there is also information about exposition texts and interactive quizzes.

Interactive learning media in learning to develop multiliteracy -based exposition texts for high school students in class X are designed in an attractive way so that students will not feel bored when practicing writing exposition texts. As is known, Indonesian subjects have an important role in K 13. Indonesian language subjects at K 13 are text-based and serve as a paradigm for the development of language functions. Not only as a medium of communication, Indonesian is also a source of knowledge.

The position of Indonesian as the state language that functions in the development of culture and the use of modern science and technology. This interactive learning media has been adapted to the characteristics of the text-based curriculum, so that if this interactive learning media is used outside the classroom, students can still understand the learning flow of this interactive learning media.

Students who are accustomed to learning with a text-based curriculum will easily know the flow of thinking of this interactive learning media, so that independent learning will be effective. Likewise, students who are not familiar with the text-based curriculum, with an attractive design, students who play this interactive learning media will easily understand the material and flow of thinking contained in interactive learning media in learning to write multiliterate exposition texts for high school students in class X. .

In addition, the content contained in interactive learning media in learning to write multiliterate exposition texts for high school students in class X is very useful to strengthen and preserve Indonesian culture. Students will be accustomed to making observations related to the culture that is used as writing material. Students know more about the culture that exists in Indonesia by practicing developing exposition texts from this interactive learning media.

4 Conclusion

Multiliterate-based interactive learning media can have a positive impact on increasing student learning motivation. Students are increasingly developing in the world of technology as well as increasing student literacy. It is clear that the use of multiliterate-based interactive learning media is one of the supports that can increase students' learning motivation in learning Indonesian.

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