

**THE USE OF INTERACTIVE MULTIMEDIA TO IMPROVE
WRITING SKILLS OF EIGHTH GRADE STUDENTS AT MTS
BICCOING BONE REGENCY**



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a master's degree in English Language Education (M. Pd)
at the Postgraduate Program of IAIN Parepare

THESIS

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Hereby declare truthfully that, with full awareness, this thesis is genuinely the result of my own work. Regarding to the best of my knowledge, there is no scholarly work submitted by others for an academic degree in any university, and there is no work or opinion written or published by others, except as explicitly cited in this manuscript and referenced in the citation sources and bibliography.

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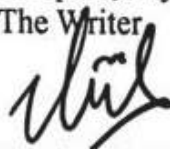
IAIN Parepare who have provided valuable input and their own thought processes, all my amazing friends, beloved and awesome people that the writer cannot mention the names that have helped and supported me sincerely, the writer hopes that this Thesis can be useful for us and become a reference for the next research.

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The Writer



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ABSTRACT

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This study was conducted in response to the low writing proficiency of students, as reflected by scores falling below the Minimum Competency Standard (KKM). In addition, students showed a lack of enthusiasm during the learning process, as they often felt bored with the monotonous teaching methods that still relied on traditional media, which did not actively involve them. Therefore, this study employed interactive multimedia, which integrates text, images, sound, and video elements to create a more engaging and stimulating learning environment. The primary objective of this research was to improve students' writing skills using interactive multimedia.

This study was implemented at MTs Biccoing, Bone Regency, with 14 eighth-grade students as research subjects. The study used Classroom Action Research (CAR) as the research method. Data were collected through both qualitative and quantitative approaches. Data collection techniques included observation checklists to measure student engagement and responses, and tests to assess students' writing abilities. The data analysis method employed both qualitative and quantitative analyses.

Based on the data analysis, the use of YouTube as an interactive multimedia in Cycle I did not fully succeed in improving student engagement, responses, and writing skills due to its one-way nature and limited student interaction. In contrast, in Cycle II, the combination of YouTube and StoryJumper significantly improved all three aspects. This combination balanced content reception and production, making students more active, engaged, and motivated. It can be concluded that interactive multimedia can be integrated with other media to optimize the writing learning process. Its ability to create an active and creative learning environment makes interactive multimedia effective in improving students' motivation and writing skills.

Keywords: Interactive Multimedia, Student's Writing Skill, Classroom Action Research.

ABSTRAK

Nama : NOVITA RISKI AMALIA
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 Judul Tesis : Penggunaan Multimedia Interaktif untuk Meningkatkan Kemampuan Menulis Siswa Kelas VIII di MTs Biccoing Kabupaten Bone. Tesis. Pendidikan Bahasa Inggris di Program Pascasarjana IAIN Parepare (Dibimbing oleh Mujahidah dan Zulfah)

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis siswa yang terlihat dari nilai yang masih berada di bawah Standar Kompetensi Minimal (KKM). Selain itu, siswa kurang bersemangat dalam mengikuti proses pembelajaran seperti siswa merasa jenuh dengan proses pembelajaran yang monoton, karena masih menggunakan media pembelajaran tradisional yang kurang melibatkan siswa secara aktif. Oleh karena itu, peneliti menggunakan Multimedia interaktif yang memiliki keunggulan dalam menggabungkan unsur teks, gambar, suara, dan video, sehingga dapat menciptakan suasana belajar yang lebih menarik dan tidak membosankan. Sehingga tujuan penelitian ini yaitu peneliti menggunakan multimedia interaktif untuk meningkatkan kemampuan menulis siswa.

Penelitian ini dilakukan di MTS Biccoing Bone Regency. Ada 14 siswa kelas VIII sebagai subjek penelitian. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Data yang diperoleh dari data kualitatif dan data kuantitatif. Teknik pengumpulan data melalui observasi checklist untuk mengetahui keterlibatan dan respon peserta didik, lalu tes untuk hasil kemampuan menulis siswa. Metode analisis data dalam penelitian ini menggunakan analisis kualitatif dan kuantitatif.

Berdasarkan hasil analisis data, diketahui bahwa penggunaan YouTube sebagai media interaktif pada Siklus I belum sepenuhnya berhasil meningkatkan keterlibatan, respons, dan keterampilan menulis siswa karena sifatnya yang satu arah dan kurang melibatkan siswa secara aktif. Sebaliknya, pada Siklus II, kombinasi YouTube dan StoryJumper mampu meningkatkan ketiga aspek tersebut secara signifikan, karena perpaduan media ini menciptakan keseimbangan antara menerima dan menghasilkan konten, sehingga membuat siswa lebih aktif, terlibat, dan termotivasi. Dari analisis tersebut dapat disimpulkan bahwa penerapan multimedia interaktif dapat digabungkan dengan media lain untuk mengoptimalkan proses pembelajaran menulis. Kemampuan multimedia interaktif dalam menciptakan suasana belajar yang aktif dan kreatif menjadikannya efektif dalam meningkatkan motivasi dan kemampuan menulis siswa.

Kata Kunci : Multimedia Interactive, Kemampuan menulis siswa, Penelitian Tindakan Kelas (PTK)

تجريد البحث

الإسم : نوفيّا ريسكي أماليا
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موضوع الرسالة : استخدام الوسائط المتعددة التفاعلية لتحسين مهارة الكتابة لدى طلاب الصف الثامن في المدرسة الثانوية بسوننغ بمنطقة بوني. الرسالة تعليم اللغة الإنجليزية في برنامج الدراسات العليا بجامعة باريباري الإسلامية الحكومية (تحت إشراف مجاهدة وزلفى)

تتبع هذه الدراسة من ضعف مهارة الكتابة لدى الطلاب، وهو ما يتجلى في درجاتهم التي لا تزال دون الحد الأدنى لمعايير الكفاءة بالإضافة إلى ذلك، يفتقر الطلاب إلى الحماس في متابعة عملية التعلم، حيث يشعرون بالملل من عملية التعلم الرتيبة، لأنها لا تزال تعتمد على وسائل تعليمية تقليدية لا تشرك الطلاب بشكل فعال. لذلك، استخدمت الباحثة الوسائط المتعددة التفاعلية التي تتميز بدمج عناصر النص والصورة والصوت والفيديو، مما يخلق جوًا تعليميًا أكثر جاذبية وأقل مللاً. وبالتالي، فإن الهدف من هذا البحث هو استخدام الوسائط المتعددة التفاعلية لتحسين مهارة الكتابة لدى الطلاب.

أجريت هذه الدراسة في المدرسة الثانوية بسوننغ بمنطقة بوني شارك في الدراسة ١٤ طالبًا من الصف الثامن. استخدمت الدراسة طريقة البحث الإحصائي الصفي (PTK). تم الحصول على البيانات من البيانات النوعية والكمية. تم جمع البيانات من خلال قائمة مراقبة لمعرفة مدى مشاركة الطلاب واستجاباتهم، ثم اختبار لمعرفة نتائج مهارة الكتابة لدى الطلاب. استخدمت طريقة تحليل البيانات في هذه الدراسة التحليل النوعي والكمي.

بناءً على نتائج تحليل البيانات، تبين أن استخدام يوتيوب كوسيلة تفاعلية في الدورة الأولى لم ينجح تمامًا في تحسين مشاركة الطلاب واستجاباتهم ومهاراتهم في الكتابة بسبب طبيعته أحادية الاتجاه وقلة إشراك الطلاب بشكل نشط. على العكس من ذلك، في الدورة الثانية، تمكنت تركيبة يوتيوب وستوري جمبر من تحسين هذه الجوانب الثلاثة بشكل ملحوظ، لأن هذه التركيبة من الوسائط تخلق توازنًا بين تلقي المحتوى وإنتاجه، مما يجعل الطلاب أكثر نشاطًا ومشاركة وتحفيزًا. من هذا التحليل، يمكن استنتاج أن تطبيق الوسائط المتعددة التفاعلية يمكن دمجه مع وسائط أخرى لتحسين عملية تعلم الكتابة. قدرة الوسائط المتعددة التفاعلية على خلق بيئة تعليمية نشطة وإبداعية تجعلها فعالة في تحسين تحفيز الطلاب وقدراتهم في الكتابة.

الكلمات الرئيسية: الوسائط المتعددة التفاعلية، قدرات الطلاب في الكتابة، البحث الإحصائي الصفي (PTK)

CHAPTER I

INTRODUCTION

A. Background of Research

In the digital era, significant changes shaped the teaching and learning process for both teachers and students, especially in English Language Teaching (ELT). English was not only an international language but also a compulsory subject at all levels of education in Indonesia. Furthermore, although English included many aspects to learn, there were four essential skills that students needed to master: writing, reading, speaking, and listening.

In Indonesia, learning English is crucial for students to succeed in the era of globalization. As a foreign language that is rarely used in daily communication, mastering English can be challenging for Indonesian learners. As is widely known, English is one of the international languages used by most educated people around the world. Therefore, improving English proficiency is essential not only for students' personal and professional growth but also for the nation's development. In a world where communication and mobility are increasingly important, relying solely on the Indonesian language may limit future opportunities. Thus, effective English education is vital to equip students with the necessary skills to compete and collaborate at the global level.

This study was based on the results of previous observations in Class 8 at MTs Biccoing, Bone Regency, where it was found that students were weak in English, particularly in writing. They had very little familiarity with basic English vocabulary, especially in writing, which resulted in scores below the minimum

competency standards (KKM). Furthermore, students showed a lack of motivation during the learning process, as indicated by behaviors such as talking in class, going in and out of the room, and providing minimal feedback, such as answering and asking questions. It could be concluded that students were likely bored with the learning process provided, as most teaching was conducted using traditional media.

Media is one of the important things in the learning process, although books are one of the commonly used media, it would be better if teachers could utilize other media in the learning process such as utilizing electronic media in this digital era. Researchers argued that the application of technology helps students to learn based on their interests.¹ Therefore, the use of electronic media has become an effective choice in teaching students.

In this digital era, teachers must be able to use learning media that are not only classic but also modern. This will be useful for students who receive learning materials.² Mastery and selection of the right digital media in a learning process in class will be able to foster student learning motivation and eliminate boredom in students when studying in class.³ Therefore, electronic media can be an option for the learning process, one of which is the use of Interactive Multimedia.

Interactive Multimedia was supported by the school environment, which was already familiar with technology and equipped with adequate facilities such as projectors, laptops, speakers, and other supporting tools. In fact, every student at

¹ Yanti Anggraini, "Use of Digital Learning Media in the English Learning Process," in *Proceedings of the 1st National Conference on Applied Business, Education, & Technology (NCABET)*, 2021, p. 1.1.

² Asari et al, *Digital Era Learning Media* (Yogyakarta: CV. Istana Agency) 2003, p.7

³ Septi Kuntari, Utilization of Digital Media in Learning, in *Sentikjar journal* , 2023, p.93.

the school already owned a smartphone and actively used social media. During breaks, students were often seen watching YouTube or playing games, indicating that the school's internet network was capable of supporting the use of technological media. However, despite this readiness, the use of such media had not yet been integrated into the learning process.

Interactive Multimedia can enhance students' motivation and interest in learning. It also provides a more interactive and engaging learning experience, making students more involved in the learning process. Learning becomes more effective when information is presented through both verbal and visual formats. This dual processing helps students understand and retain information better, especially when dealing with abstract or complex concepts, by forming mental connections between words and images.⁴ Moreover, Interactive Multimedia supports independent learning, as materials can be accessed through various devices such as computers, tablets, or smartphones.

Therefore, based on the explanation above, in this study, the researcher intends to conduct research by implementing technology as a learning medium, specifically interactive multimedia which this study aims to see how the use of interactive multimedia improves writing skills in grade 8 students of MTS Bicoing Bone Regency.

B. Problems Identification

⁴ Allan Paivio, *Mental Representations: A Dual Coding Approach* (New York: Oxford University Press), 1986, p.53.

According to all explanations, these are the problems that researchers found after conducting observations in class 8 MTS Bicoing Bone Regency:

1. Lack of Student Involvement in the Learning Process

- a. Students show a lack of interest and participation in class activities. They tend to be passive, rarely ask questions, and are less enthusiastic in discussions.
- b. Students also still like to talk in class during the learning process, often go in and out of class and do not focus on learning.
- c. Students are weak in English especially in Writing. They are very less familiar with basic English words, especially with spelling.

2. Teachers' Limitations in Adopting Technology

- a. Teachers only focus on using books as learning tools so that students appear to feel bored with the learning process provided.
- b. Teachers who do not fully utilize technology in the learning process, even though technological facilities are available at school.

Therefore, based on the problems above, researchers will conduct research by utilizing more modern media in implementing the learning process in the classroom. The application of this technology media is also supported by the potential of the school, such as:

1. The school has adequate facilities such as projectors, laptops, power outlets, speakers, and other supporting equipment.
2. Students at the school also already have Smartphones and use social media. During breaks, students are also seen taking their time to watch

YouTube or play online games, which proves that the network at the school supports the implementation of these technology media.

3. Teachers also have their own smartphones, they even use social media applications to communicate and get to know other websites, especially when filling out an online survey.
4. In this study, the researcher wants to utilize existing facilities by suggesting Multimedia as a supporting tool in the learning process in the classroom.

C. Research Questions

Based on the background description, the researcher formulated the problem formulation as follows:

1. How is student engagement in using interactive multimedia for writing skills in Class VIII at MTS Biccoing, Bone Regency?
2. How do student Response to the use of interactive multimedia in enhancing writing skills in Class VIII at MTS Biccoing, Bone Regency?
3. Can the use of interactive multimedia improve the writing skills of Class VIII students at MTS Biccoing, Bone Regency?

D. Objectives of the Research

The objectives of this research are as follows:

1. To find out student engagement in using interactive multimedia for writing skills in Class VIII at MTS Biccoing, Bone Regency.
2. To find out students Response to the use of interactive multimedia for

writing skills in Class VIII at MTS Biccoing, Bone Regency.

3. To find whether interactive multimedia can improve writing skills in Class VIII at MTS Biccoing, Bone Regency.

E. Significant of The Research

This study holds both theoretical and practical significance. Theoretically, it contributes to the advancement of English language education, particularly in improving writing skills among eighth-grade students. The integration of interactive multimedia as a learning method enhances language teaching theories by incorporating digital elements to support writing development. Moreover, this research offers insights into how interactive multimedia affects students' cognitive, social, and emotional engagement in learning English. It also emphasizes the importance of motivation and self-confidence in writing, providing a foundation for other instructional approaches at the basic education level.

Practically, this study offers valuable benefits to various stakeholders involved in English language teaching and learning, including:

1. English Teachers

This research offers practical guidance for teachers in designing engaging and effective learning strategies for junior high school students. Through interactive multimedia, educators can create a more dynamic and enjoyable classroom environment, encouraging students to participate actively in writing activities. This approach also serves as an alternative to address issues related to low motivation and confidence in

writing English.

2. The School

This research helps schools enhance their curriculum by integrating interactive multimedia into writing instruction. By adopting this approach, schools can create a more engaging learning environment that supports students' writing development. Additionally, the implementation of interactive multimedia aligns with modern educational trends, encouraging innovation in teaching methods and improving overall learning outcomes.

3. Educational Stakeholders

The findings can inform decisions on curriculum design, teacher training, and resource allocation, ensuring that writing education becomes more engaging and effective for students at the elementary level.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of relevant literature, which provides an in-depth exploration of the theoretical frameworks that support this research. A thorough discussion of the main theories is essential to clarify the concepts that will be used in this research. The literature reviewed covers a variety of theoretical foundations and previous research, especially those that examine Interactive Multimedia in English language learning.

A. Previous Related Research Findings

In this study, the researcher used interactive multimedia to improve students' writing skills, particularly in Grade 8 at MTs Biccoing, Bone Regency. Research related to the use of interactive multimedia has been conducted by many previous scholars. The issues explored in those studies generally fall into three major categories such as the first category was the use of multimedia in relation to improve English language skills, student motivation, and student engagement. The second category concerns teachers' and students' perceptions of using multimedia in English learning. The third category focused on the relationship between multimedia and learning styles. Detailed information regarding these themes is presented below.

The first issue is related to Multimedia in improving English language skills. This research has been conducted by previous researchers including Dawood Ahmed Mahdi, (2022), Anna Brutman, et al, (2024), Hartika Aulia, et al, (2024), Muhammad Zainal Abidin, (2017), Rara Diska Nurhana. (2014), Ratih Ayu Hapsari Nugraheni, and Joko Priyana, (2017), Arono, (2014), Talitha Segar Adelina Asmawi (2022), Mirta Indah Nurlaili, (2020), Afni Zahrotulmuna Sya'ro, Riche Cynthia Johan, and Dadi Mulyadi, (2022). The methods used in these studies include mixed-method approaches (quantitative and qualitative), quasi-experimental methods, classroom action research, qualitative descriptive methods, and quantitative descriptive methods. The findings of these studies consistently demonstrate that multimedia can enhance students' English skills and significantly increase their motivation and engagement in learning English.

The second issue was related to the perception of teachers and students towards the use of Multimedia in English. This research has been conducted by Maria Olga Jelimun, and Eka Yulian Julia, (2022), Rosita Izlin, and Elok Widiyati, (2023), Yola Audina Saputri, Yulmiati, and Lili Perpisa, (2022), Dahlia, et al, (2021). All these studies were conducted using qualitative methods. The results of these studies indicate that teachers, students, and even lecturers generally have positive perceptions toward the use of multimedia in English learning.

The third issue is related to the relationship between Multimedia and Learning style. Previous studies that conducted this research include Suryanto, and Muhajir, Kusmiyati, (2021), Ali Mustadi, Setiawan Edi Wibowo, Tampi

Prehadini, (2024), Syahriani Yulianci, (2021), Santi Oktarina, Sri Indrawati, and Adeng Slamet, (2023), Ria Elviana, Rita Inderawati, and Soni Mirizon, (2020), Andi Tenri Ampa, (2015), Kabri, and Budiyanto, (2024). The methods used include the quasi-experimental method, the Research and Development (R&D) method, and the qualitative method. The results of the study indicate that the use of interactive learning multimedia has a significant effect on improving students' English learning outcomes across different learning style groups visual, auditory, and kinesthetic.

Based on the analysis of previous research on multimedia, the differences between this study and earlier studies are as follows:

First, the research focus. While this study shares similarities with previous research, particularly in the use of multimedia in English learning, prior studies generally examined the overall impact of multimedia on English proficiency. In contrast, this study has a more specific focus, exploring in greater depth the use of interactive multimedia to enhance students' engagement, responses, and writing skills.

Second, the methodology. Most previous studies employed qualitative or development research methods, focusing on English proficiency outcomes based on students' and teachers' perceptions. However, this study utilized the Classroom Action Research (CAR) method, a practical and reflective approach that involved both teachers and students in improving the teaching and learning process through cycles of planning, action, observation, and reflection. The CAR method emphasizes direct improvement in classroom practices during the implementation

of interactive multimedia, aiming to enhance students' engagement, responses, and writing skills.

Therefore, this study provided a new perspective on the use of interactive multimedia in teaching writing.

B. Some Pertinent Ideas

In this modern era, the use of technology in education is no longer unusual. Rapidly developing technology offers many benefits for both students and teachers. Interactive multimedia is one such innovation that can enhance students' interest in learning, increase their involvement, and improve the effectiveness of the learning process. The use of interactive multimedia is effective in increasing interest in learning, attention in learning and understanding of concepts.⁵ Interactive multimedia can be an effective medium for learning English, especially in developing writing skills. It can present word forms along with their pronunciation, supported by informative and engaging narration. This helps students learn new vocabulary, improve their pronunciation, and strengthen their understanding of the words. Therefore, using interactive multimedia can support students' learning, particularly in enhancing their writing abilities. The following are some relevant ideas related to the use of interactive multimedia in English learning.

1. The Concept of Writing

a. Definition of Writing

⁵ Arman, et al, The Use of Interactive Multimedia in Increasing Students' Interest in Learning Chemistry, *Jurnal Pendidikan MIPA*, Vol. 12, No. 2 (June 2022), p. 303.

Writing is one of the most important skills to learn when learning English. Writing can help students know how to write English vocabulary correctly and learn grammar regularly and according to context, so that the writing can convey ideas, messages, and information to the reader. Written products are the result of thinking, drafting, and revising, which require specialized skills in generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to present them cohesively in a written text, revising for clearer meaning, editing for appropriate grammar, and producing a final product.⁶

In this writing activity, the writer must be skilled in utilizing graphology, language structure, and vocabulary. This writing skill will not come automatically but must go through a lot of regular practice and training. In addition, writing is an activity that directs students to be skilled in composing or using language that is appropriate to the context and content well in writing.⁷ Therefore, writing is a process of conveying ideas, information, or messages through writing and the goal is to make students able to compose language according to the context and correct grammar in writing.

b. The Purpose of Writing

Writing is not merely about putting words on a page; it serves a

⁶ Widya Putri Purba, *Improving Students' Writing Skills Through Interactive Multimedia*, (Medan; University of Muhammadiyah North Sumatra), 2019, p.23.

⁷ Deni Darmawan, et al, Use of Interactive Learning Multimedia to Improve Writing Skills, *Pedagogia: Journal of Educational Sciences*, 2015, p.204.

meaningful purpose. The writer aims to address issues by providing explanations based on scientific reasoning that resonate with the reader. It also involves clarifying problems, exploring concepts in depth, and analyzing empirical and logical evidence to make the message clear and persuasive. Furthermore, the main objectives of writing include the following:⁸

- 1) Writing aims to inform or teach is called informative discourse.
- 2) Writing aims to convince or persuade is called persuasive discourse.
- 3) Writing aims to entertain or please or that contains aesthetic goals is called literary writing (literary discourse).
- 4) Writing expresses strong or passionate feelings and emotions is called expressive discourse.

c. Type of Writing

Writing is an activity of pouring out messages or information through writing or words that are arranged according to the language conveyed. In addition, writing also has types of writing, each of which has its own purpose and writing framework. There are four kinds of writing, including:⁹

- 1) Exposition means expounding or explaining. It mainly deals with processes and relationships. It explains how smth is made, how it is used, how it may change. Methods of exposition are Illustration,

⁸ Tarigan, H. G. *Writing as a Language Skill*, (Bandung: Angkasa), 1985, p.24-25.

⁹ Olga Predushchenko, "Lesson 8: Types of Writing," Department of Foreign Languages, Jiujiang University, 2020, accessed via ResearchGate on November 5, 2024, <https://www.researchgate.net/publication/348693825>.

Process, classification and division, comparison and contrast, cause and effect.

2) Description is a text that contains a detailed description of an object so that the object is real. The purpose of descriptive is to provide a detailed description of a person, object, or situation so that it seems real to the reader. Description is developed through senses of sight, hearing, taste, smell and touch.

3) A narrative is a text that contains stories of an event that follows the author's timeline. Narrative writing includes stories, biographies, histories, news, and narrative poems. Narration often goes with description. The five aspects of narration are purpose, selection of details, context, organization and point of view.

4) Argumentation / convincing is exposition with the additional purpose of convincing or persuading. Six basic features are a debatable point, Sufficient evidence, Sound logic, good organization, good use of description, narration and various methods of exposition, An honest and friendly attitude

2. The Concept of Multimedia

a. Definition of Multimedia

The development of artificial intelligence (AI) has brought significant changes across various fields, including education. One area where this impact is evident is in the evolution of interactive multimedia. AI technologies are increasingly being integrated into multimedia platforms,

making them more adaptive, responsive, and engaging for students. The teachers generally recognize AI as a valuable tool for enhancing personalized learning, improving teaching skills, and streamlining administrative tasks. Moreover, most teachers exhibit a particularity in fostering creativity, innovation, and problem-solving in the classroom.¹⁰

One effective strategy is integrating multimedia into classroom instruction, which can greatly enhance the learning experience. To ensure that education is engaging and dynamic rather than dull and repetitive, the use of interactive learning media has become a powerful approach that supports a more effective educational process.¹¹

The word multimedia originates from the combination of "multi," which signifies many or plural, and "media," referring to the channels through which messages or information like text, images, sound, and video are communicated.¹² In a linguistic context, multimedia represents the integration of various formats, including text, images, sound, and video, all working together to effectively convey messages or information.

The use of multimedia can increase students' learning motivation because, with the presence of multimedia, the presentation of learning becomes more interesting. The incorporation of multimedia in the

¹⁰ Mujahidah, et al, Teachers Perceptions & Attitudes towards Artificial Intelligence (AI) Integration in Suburban School, *Journal of Curriculum and Teaching*, Vol 14, No. 2, 2025, p. 109

¹¹ Nugroho Adi Suryandaru, Application of Multimedia in Effective Learning, *Journal of Elementary School Teacher Education and Teaching (JPPGuseda)*, Vol. 3 March 2020, p.89.

¹² Herman Dwi Surjono, *Interactive Learning Multimedia Concept and Development*, (Yogyakarta: UNY Press 2017) p. 2.

classroom significantly enhances student engagement in the learning process.¹³ Therefore, it is highly recommended to apply multimedia as support in the teaching and learning process in the classroom.

b. Definition of Interactive Multimedia

Interactive learning multimedia represents a sophisticated educational program that integrates text, images, graphics, sound, video, animations, and simulations, all working together seamlessly through computer devices to meet specific learning goals. Users engage actively with the program, forming a dynamic interaction that differs from traditional human-to-human exchanges. Instead, this interaction is between humans and computers, where users take the initiative. Actions such as pressing buttons, moving the cursor, shifting objects, editing text, speaking into a microphone, or even moving in front of a camera kick-start this interaction. In response, the Interactive Learning Multimedia generates reactions, including displaying images, playing videos, executing animations, showcasing text, providing sound effects, running programs, saving data, and activating additional functionalities. This interplay underscores the effectiveness of interactive multimedia as a powerful tool for learning.¹⁴

Therefore, the use of Interactive Multimedia in learning is a process that involves interaction from students in running the program or media

¹³ Osman et al, Utilization of PowerPoint in developing multimedia-based teaching materials for Arabic language learning, *Journal of Language and Linguistic Studies* , Vol. 18, 2022, p.16.

¹⁴ Herman Dwi Surjono, *Interactive Learning Multimedia Concept and Development* (UNY Press), 2017, p. 42.

provided, and of course the teacher will also play a role in helping the student learning process with Interactive Multimedia so that the process becomes effective. Interactivity is a characteristic of interactive learning multimedia programs.

c. Interactive Multimedia in Writing Learning

Interactive multimedia can be a very useful tool in learning English especially Writing. The combination of pictures, sounds, text, and videos makes the learning process more interesting and easier for students to understand. With the support of artificial intelligence (AI), interactive multimedia becomes smarter and more responsive. AI helps students understand the material better, gives instant feedback, and adjusts the difficulty level based on each student's ability. The integration of artificial intelligence (AI) has significantly transformed, especially in the world of education. AI is present as a promising tool to improve relevant and adaptive teaching and learning experiences for teachers and students in this digital era.¹⁵

Interactive multimedia can be concluded as an effective medium for supporting students in learning writing skill. It significantly enhanced writing proficiency by offering dynamic content and engaging features. Through tools such as digital storytelling, multimedia effectively supports the development of creativity, organization, and coherence in

¹⁵ Mujahidah, et al, Enhance English Teacher Competence Based Artificial Intelligence App, *International Conference on Research Issues (ICORES)*, 2024, p.49.

students' writing.¹⁶ These platforms empower students to visualize concepts and actively engage in ways that significantly enhance their writing abilities.

Interactive Multimedia offered students the chance to elevate their writing skills by granting access to a wealth of resources, collaborative tools, and self-guided learning opportunities that bolster language development. Moreover, students can understand vocabulary and context, which supports them in producing high-quality writing.¹⁷ Therefore it can be concluded that the use of Interactive Multimedia in English learning can have students both in improving their English skills especially in Writing skill and increasing their motivation to learn.

d. Types of Interactive Multimedia

Interactive Multimedia refers to the combination of different types of media to convey information or create an interactive experience. Interactive multimedia refers to the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital environment that allows people to interact with the data for appropriate purposes¹⁸. In this case, educators are better able to know the type of interactive multimedia that is

¹⁶ Asri, et al, Implementation of Digital Storytelling in English Language Learning in Informatics Management Study Program, *Scientific Journal of Education & Social*, no. 2, 2017, p. 81-89.

¹⁷ Chun, D. M., & Plass, J. L. Effects of multimedia annotations on vocabulary acquisition. *The Modern Language Journal*, 80(2), 1996, p. 183-198.

¹⁸ Neo, et.al. Multimedia learning: Using multimedia as a platform for instruction and learning in higher education. *The Internet and Higher Education*, 7(4), 2004, p. 309–318.

suitable to be used as a learning medium in the classroom so that learning objectives can be met. There are several studies that have found that the effectiveness of technology integration as a learning medium in the context of teaching English, including power point, youtube, story jumper and book creator.¹⁹ Then more explanation about this such as.

- 1) PowerPoint presentations have been shown to be effective as a powerful pedagogical tool in English language teaching.²⁰
- 2) YouTube media, with the rise of interactive video content on platforms like YouTube, viewers are no longer passive spectators but active participants in the content they consume. This evolution has completely transformed the way creators engage with their audience and opened new possibilities for innovative storytelling.²¹ This is an effective learning media in increasing motivation among students. Moderate level of learning motivation increased to a high level by using Youtube media. Good motivation influences the interactive learning process. Youtube is an interactive multimedia that recommended conducted in learning process.²²

¹⁹ Berk, R. A. Multimedia teaching with video clips: TV, movies, YouTube, and mtv for teaching and learning. *International Journal of Technology in Teaching & Learning*, 5(1), 2009, p.1-21.

²⁰ Sitti Hadijah et al, Interactive and Educative Learning Media in English Language Teaching at Senior High Schools, *Al-Ishlah: Journal of Education*, vol 12, 2020, p. 30.

²¹ Live2.ai, YouTube Reinvented: The Rise of Interactive Video Content, blog, Accessed on 25 May 2025, <https://www.live2.ai/blog/youtube-reinvented-rise-of-interactive-video>,

²² Rinaldi, *YouTube as Interactive Multimedia Learning Media in Increasing Learning Motivation*, Politeknik Negeri Padang, Kampus Limau Manis, Padang, November 2020.

3) The use of StoryJumper significantly improves students' writing skills, especially in the context of collaborative writing. The platform encourages creativity, increases motivation, and makes the writing process more engaging and enjoyable. Students also become more actively involved in writing activities, making the learning process more interactive and effective.²³

4) BookCreator is a platform for creating interactive digital books that incorporate text, images, audio, and video. It allows users to create multimedia stories, making it an excellent tool for both storytelling and educational projects.²⁴

Through these types of interactive multimedia, educators can use them as English learning media and of course will create effective and motivating learning Writing.

e. Advantages And Disadvantages of Interactive Multimedia

Interactive multimedia included various elements such as music, videos, images, subtitles, and more. By utilizing these technological tools, students can gain meaningful educational benefits. The use of interactive multimedia is not limited to computers or laptops, it can also be effectively applied on mobile devices such as smartphones and tablets. Mobile-based interactive multimedia often features detailed explanations of the learning material, along with practice questions and

²³ Fajardo Rojas, J. A., et al. Collaborative writing skills enhancement using StoryJumper. *LATAM Revista Latinoamericana*, 4(5), 2023, p. 1230-1245.

²⁴ Book Creator. Book Creator: Create Your Own Interactive Book. Accessed March 3, 2025. <https://bookcreator.com/>.

a variety of English language exercises that focus on listening, speaking, and writing skills. This content was presented in an engaging format, incorporating text, images, animations, audio, and videos, all communicated in clear language, making it highly accessible and user-friendly for students in their learning journey.²⁵

Consequently, incorporating interactive multimedia can enhance accessibility for both students and teachers within the classroom learning environment, particularly in English. This approach presents both benefits and drawbacks. One notable advantage is its ability to motivate students to engage with the English language.

- 1) Developing Students' Communication Competence
- 2) Expanding Students' Knowledge of English Culture
- 3) Improving Teaching Efficiency
- 4) Improving Interaction between Students and between Teachers and Students
- 5) Creating a Conducive Teaching Environment in the Classroom
- 6) Providing Opportunities for English Teaching Outside the Classroom

This explanation clearly demonstrates that technology serves as an effective learning tool that benefits both teachers and students. One notable example is the use of Interactive Multimedia, which particularly enhances the teaching of English language materials and aids in improving students' writing skills. However, the educational process

²⁵ Fatimah Dwi Yuliana, et.al, Development of Mobile-Based Interactive Multimedia in English, *JKTP: Journal of Educational Technology Studies*, Vol. 5, No. 1, February 2022, p.13.

goes beyond merely evaluating students' progress; it also involves observing their engagement and reactions to writing activities facilitated by Interactive Multimedia. Such insights provide educators with valuable references to gain a deeper understanding of classroom learning outcomes.

3. The concept of Student Engagement

In the classroom learning process, it's essential for teachers to not only select suitable learning materials like employing Interactive Multimedia in English lessons, but also to keenly observe the dynamics unfolding during instruction, known as student involvement. Monitoring this engagement is crucial, as it enables educators to gauge how effectively students are responding to the learning experiences they offer.

Student engagement is a combination of student initiative, effort, and activeness in learning, both independently and in groups.²⁶ They emphasize the importance of autonomy and teacher support in encouraging engagement. Student engagement in learning is a psychological process such as attention, interest, and investment in learning activities.²⁷ Psychological investment is the effort put in by students in the learning process and understanding to master knowledge.

Increasing student engagement in school is one of the efforts that can be

²⁶ Reeve, J. et.al, Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion*, 28 (2), 2004, p. 147–169.

²⁷ Connell, J. P. *Promoting student engagement and achievement in schools*, Handbook of child psychology, Vol. 4, 2004, p. 402–442.

made by schools to reduce problems that occur in students. The problems such as low student achievement, increasing levels of student boredom and increasing cases of dropping out of school are due to student disengagement in school.²⁸ One of the reasons why student engagement in school must be considered is because engagement is an important factor in the success of students' learning and academic processes in school. The success of student learning in school does not only focus on aspects of learning achievement but also on aspects of character formation and their happiness while at school.

a. Student Engagement in Interactive Multimedia

In English learning, teachers can observe student engagement when using interactive multimedia to assess its impact on learning success. Engagement—mental, emotional, and physical involvement was key to effective learning, as engaged students tend to be more motivated and achieve better outcomes. It includes three main dimensions:

1) Cognitive Engagement

This involves mental effort, the use of learning strategies, focused attention, and critical thinking that students apply to understand learning material. For example, students who actively seek deeper understanding, connect new concepts to prior knowledge, and engage in questioning and in-depth discussion.

2) Affective Engagement

²⁸ Fikrie, et.al, Student Engagement in Schools as an Effort to Improve Student Success in Schools, *Journal of Education and Psychology*, no. 3, 2017, p. 45–56.

This relates to students' feelings, attitudes, and interest towards the learning, teacher, and learning environment. For example, feelings of enjoyment, enthusiasm, and a sense of belonging to the class or learning material that enhance motivation.

3) Emotional Engagement

This involves the emotional reactions students experience during the learning process, such as confidence, happiness, anxiety, or frustration. Positive emotions strengthen engagement, while negative emotions may hinder the learning process.

High levels of engagement particularly when balanced across cognitive, affective, and emotional dimensions can enhance learning motivation, deepen understanding, and improve students' academic achievement. Conversely, low engagement is often linked to negative outcomes such as absenteeism, inattention, and even school dropout.

b. Factors of Student Engagement in Interactive Multimedia

In student involvement, of course there are factors that influence it, Mayer's Principles that Influence Student Involvement in learning using Interactive Multimedia, namely:

- 1) Modality Principle: Presenting information through two channels (verbal and visual) simultaneously can increase students' cognitive engagement.
- 2) Coherence Principle: Reducing irrelevant information can prevent

overload and increase student engagement by making the material more focused and easier to understand.

3) Personalization Principle: The use of conversational language in narrative or instructions can increase emotional engagement and make the learning experience more engaging.

4) Redundancy Principle: Avoiding presenting redundant information in the same channel (e.g., the same text and narration) to reduce cognitive load.

4. The concept of Student Response

Interesting learning makes students happier and easier to absorb knowledge, this can be seen from student responses during the learning process. Student responses can be intellectual or emotional responses to learning materials or interactions with teachers.²⁹ This includes how students understand and assess the learning they receive. Response means a reaction or response in the form of acceptance, rejection, or indifference to what is conveyed by the communicator in his message.³⁰ Response is a person's response to a stimulus. Student reaction is a social reaction shown by students in response to the influence or stimulation of others

In the explanation above, student responses are related to several factors, including cognitive, affective, and conative. Student responses can be a response, reaction or impression of something, whether it is explained

²⁹ Anderson, R. C. *The effects of instruction on reading comprehension*. In Handbook of reading research, 1981, p.717-737.

³⁰ Apriadi Marki Kusuma, Wolly Candramila, Eka Ariyati. *Student Responses to Problem-Based Learning on Environmental Pollution Material in Grade X of Senior High School*, Biology Education Study Program, FKIP Untan Pontianak, 2017.

positively or negatively.

a. Student Responses in Interactive Multimedia

The use of interactive multimedia will benefit teachers and students. This media will make it easier for teachers to explain the material by providing videos, animations and interactive quizzes that make students interested in learning. This will certainly give a positive response from students. Interactive media is suitable for use in schools because the responses of teachers and students are very positive in implementing interactive multimedia. The student response to multimedia is very positive in carrying out mathematics learning. Furthermore, the use of interactive multimedia in the social studies learning process received a very positive response from students.³¹

Student responses to the use of interactive multimedia refer to how students react to learning materials delivered through technology and digital media. These responses can take various forms cognitive, emotional, and behavioral reflecting how well students interact with, understand, and feel engaged with the multimedia content used in the learning process.

Apart from that, the Type of Response of students in the classroom consists of two types of responses they are desired and undesired responses.³² Those responses are seen from the point of view of the

³¹ Rieke Alyusfitri et al, Analysis of Student Responses to the Interactive Multimedia-Assisted Learning Process in Elementary Schools, *Journal of Elementary School Education and Learning Innovation*, Volume 7, Number 1, 2023, p. 114.

³² Borich, G. D. *Effective teaching methods*, Prentice Hall, 2000, p. 257-266.

teacher as the center or stick holder of the teaching and learning process. Learnings are typically divided into verbal and nonverbal responses.³³ Response is not only desirable, but also essential as an indication that learning has taken place, that behavior has been modified. If students do not respond, do not indicate by performance that they have learned, we have no way of knowing whether learning has taken place. So, we need to evoke students' responses since responses are essential in the teaching and learning process.

b. Types of Student Responses to Interactive Multimedia

Student responses also involve cognitive, affective, and emotional aspects, as they represent observable outcomes of students' engagement in the learning process. These responses, how learners react to or interpret the learning experience, are not separate from engagement but rather a reflection of it. Therefore, student responses can be understood through three main dimensions: cognitive, affective, and emotional:³⁴

1) Cognitive Response

Focuses on how students process information, understand material, and apply concepts learned through multimedia. An example is how multimedia helps students understand the content of a lesson more deeply by using graphics, videos, or animations.

2) Affective Response

Related to students' emotions, motivations, and attitudes toward

³³ Borich, G. D. p. 267

³⁴ Fredricks, J, et.al, School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*. 2004

multimedia learning experiences. Students may feel more motivated or engaged because of the visual and interactive elements present in multimedia.

3) Emotional Response

Includes real activities such as active participation, interaction with multimedia content, and involvement in discussions or assigned tasks.

c. Ways to Enhance Student Responses

Improving teacher performance is one of the important elements in a quality education system. Good teacher performance is not only measured by their teaching ability, but also by how they can influence and get positive responses from students. This positive response reflects the satisfaction, involvement, and optimal learning outcomes of students. There are several ways that a teacher can improve student responses, including:³⁵

- 1) Utilize Interactive Learning Technologies: Tech-based methods enhance understanding and student engagement more than traditional lectures.
- 2) Combine Visuals and Interactivity: Media like animations and interactive videos hold attention longer and boost learning effectiveness.
- 3) Develop Relevant and Creative Content: Tailored materials using

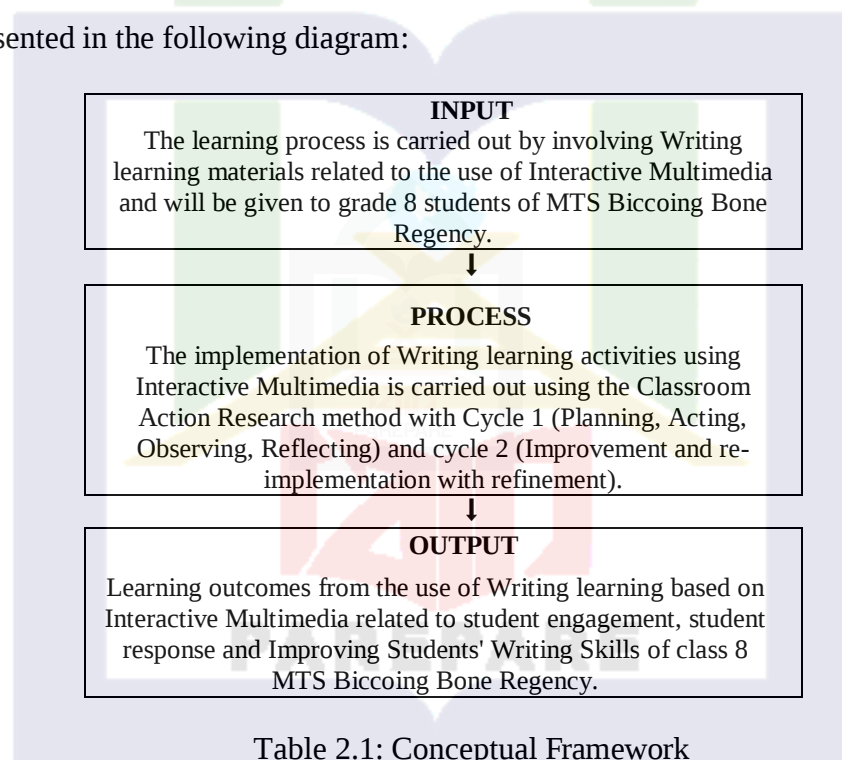
³⁵ Nur Ariandini, and Rizal Arizaldy Ramly, The Use of Interactive Learning Multimedia in Improving Student Learning Outcomes, *Journal of Media Education*, Volume 12, June 2023, p. 108.

games or simulations make learning more enjoyable and easier to grasp.

- 4) Encourage Collaboration: Group discussions and digital media help students share ideas and solve problems together.

C. Conceptual Framework

The conceptual framework of this research consists of three parts, namely input, process, and output. The conceptual framework underlying this research can be presented in the following diagram:



In this study, the researcher used Classroom Action Research (CAR) with interactive multimedia as the learning media to improve student engagement, responses, and student writing skill.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes Research Subjects, Research Variables, Research Design and Procedures, Research Instruments, Data Collection and Analysis Techniques.

A. Research Subject

This research focused on the use of interactive multimedia to improve students' English skills, especially in writing. The participants are eighth-grade students from MTs Biccoing in Bone Regency, with a sample of 14 students from one class.

Based on previous observations, many students in the eighth grade at MTs Biccoing faced difficulties in learning English. Most of them lacked basic vocabulary and writing skills. Their engagement during lessons was also low, mainly because the teaching media used in class were not interesting or effective. However, the school is equipped with adequate technology to support learning. Therefore, the researcher chose to use interactive multimedia as a tool to improve the students' writing skills and increase their participation in the learning process.

B. Research Variables

This study focused on the use of interactive multimedia in English Language Teaching (ELT), specifically incorporating tools such as interactive YouTube videos and digital storytelling platforms like StoryJumper to improve students' writing skills. The subjects of the study were 14 eighth-grade students from MTs

Biccoing, Bone Regency. This research focused on two variables namely the independent variable was interactive multimedia, and the dependent variable was the students' writing ability. The descriptions are as follows;

1. Independent variables are variables that state the cause of an outcome. In this study, the independent variable is the use of Interactive Multimedia as a learning medium.
2. The dependent variable is the result of the independent variable. In this study, the dependent variable is students' writing skills.

C. Research Design and Procedures

1. Research Design

This study employed Classroom Action Research (CAR), a practical approach used to improve classroom learning through continuous cycles of planning, action, observation, and reflection. The research aimed to explore how interactive multimedia could enhance students' writing skills. The research subjects consisted of 14 grade VIII students at MTS Biccoing Bone Regency.

Classroom Action Research (CAR) was chosen because it focused on real classroom problems such as low engagement and writing difficulties. It allowed the researcher to apply solutions directly and make improvements after each cycle. Conducted in two cycles, the research ensured continuous refinement of the teaching methods to effectively improve students' writing performance.

This research was carried out in two cycles, each consisting of four key

components planning, action, reflection and evaluation. The two-cycle implementation enabled ongoing reflection and improvement, ensuring that the strategies applied effectively addressed the students' needs. The model used in this research followed the action research framework developed by Kemmis and McTaggart, which integrates the four components into a spiral process of learning and development.

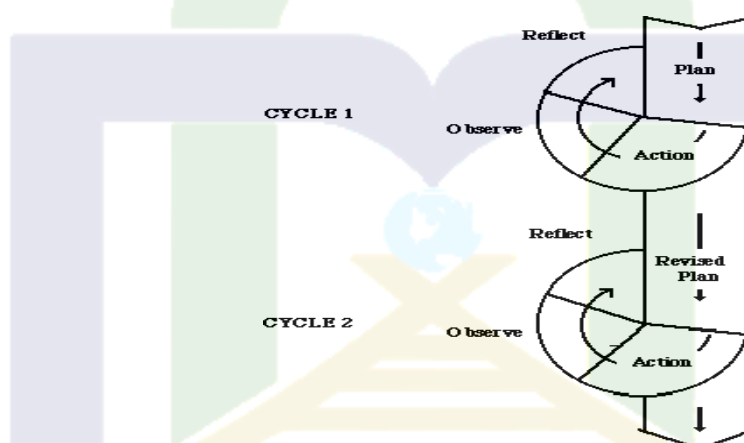


Figure 3.1 Kemmis and English: McTaggart CAR Design³⁶

- a. Planning was the most important initial stage to consider when starting research. At this stage, the researcher describes things related to the reasons for conducting the research, the purpose of the research, the research schedule, the location, and what treatments will be applied. In this research, planning begins based on problems and hypotheses such as preparing a learning plan in class, determining how to analyze data about the process and results of the action through evaluation.

³⁶ Kemmis, Stephen, and Robin McTaggart. *Participatory Action Research: Communicative Action and the Public Sphere*. Sage Publications, 2000, p. 122.

- b. Action was the stage where the researcher implemented the plans that had been prepared. All actions were carried out in a structured and systematic manner to ensure the effectiveness of the implementation.
- c. Reflection was the process of collecting data by observing the surrounding conditions, particularly students and the classroom atmosphere during the learning process. It involved recording any findings or occurrences that emerged throughout the teaching and learning activities.
- d. Evaluation was the stage of reviewing the observation results obtained after the action was carried out. At this stage, the researcher also examined any shortcomings or weaknesses that emerged, which could serve as the basis for developing a new plan or repeating the cycle. Therefore, in Classroom Action Research (CAR), more than one cycle is usually conducted.

2. Research Procedures

This research procedure followed the Classroom Action Research (CAR) design, which consisted of two cycles, each comprising three meetings. Cycle I included the stages of planning, action, reflection and evaluation.

1) Planning

At this stage, the researcher prepared all the necessary materials and tools to be used during the action phase. The steps taken were as

follows:

- a) Analyzing school curriculum.
- b) Prepare a learning implementation plan lesson plan that will be used for classroom teaching consisting of 3 meetings.
- c) Create a pretest to see students' Writing skills.
- d) Create an observation sheet regarding student involvement during the teaching process.

2) Action

At this stage, the researcher acted by teaching using Interactive Multimedia to improve students' writing skills. The steps were as follows:

- a) Conduct a pretest to assess students' initial writing ability before learning with interactive multimedia.
- b) Explain the learning objectives and present the material using interactive multimedia.
- c) Divide students into groups and assign collaborative tasks related to the material.
- d) Provide opportunities for discussion, including asking and answering questions.
- e) Assign individual tasks and conduct a posttest to measure the outcomes after the learning process.

3) Reflection

At this stage, the researcher observed the classroom environment and student behavior during the learning process. An observation checklist was used to support data collection.

4) Evaluation

At this stage, the researcher reviewed the results obtained from the observation checklist and the students' pre-test and post-test scores. Any shortcomings or weaknesses found in Cycle I were revised and used as the basis for improvements in the activities of Cycle II.

Cycle II has the same stages as cycle I, namely planning, action, observation, and reflection. However, at this stage, of course, the researcher has revised what was found in the previous cycle.

1) Planning

In this section, all activities carried out are the same as the process in circle I.

2) Action

This phase followed similar procedures as the first cycle; however, the actions implemented in this cycle included revisions based on the weaknesses identified during the stages of the first cycle.

3) Reflection

During this phase, the collaborator monitored the implementation of the actions and took notes on all activities occurring in the classroom. An observation checklist was used to support data collection during this stage.

4) Evaluation

At this stage, the researcher conducted a reflection similar to that of the first cycle by summarizing the results of the second cycle in order to review and analyze all the meetings..

In this study, the researcher employed the Classroom Action Research (CAR) method with a group of eighth-grade students at MTS Biccoing in Bone Regency. The research was carried out over six meetings, divided into two cycles, with each cycle consisting of three sessions focused on the use of interactive multimedia. The main objective was to evaluate the effectiveness of interactive multimedia in enhancing student engagement, student responses, and improving students' writing skills.

D. Research Instrument

In this study, the researcher used two instruments to collect data:

1. Test

The test was used to measure students' English writing skills. It was administered before the treatment (pre-test) and after the treatment (post-test) to evaluate the effectiveness of using interactive multimedia.

2. Observation Checklist

The observation aimed to assess student engagement and responses during writing lessons using interactive multimedia. Student engagement and responses included affective and emotional aspects. The researcher used an observation sheet in the form of a checklist with "yes" and "no" options, listing specific student activities to determine the level of their engagement

and responses during the lesson. The subjects observed were eighth-grade students at Mts Bicoing Bone Regency.

E. Data Analysis Techniques

The data analysis in this Classroom Action Research consisted of both quantitative and qualitative data. Quantitative data were obtained from the students' pre-test and post-test results and were used to analyze student writing skill. Meanwhile, qualitative data were collected from observation checklists and used to analyze student engagement and responses during the learning process.

a. Qualitative Data Analysis Techniques

In this study, qualitative data were collected through observation of students' engagement and responses during the learning process. The observations were conducted by the researcher and recorded in a checklist format using specific indicators that reflect student engagement in affective, and emotional aspects.

Each indicator was marked with "Yes (√)" if the behavior was observed during the learning activities, and "No (-)" if the behavior was not observed.³⁷ The analysis was carried out using a descriptive qualitative approach, focusing on interpreting the meaning behind the presence or absence of these indicators in each session.

2. Quantitative Data Analysis Techniques

Quantitative data were obtained from students' test results before and after the actions. The data were then analyzed to assess students' cognitive

³⁷ Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications, p. 51-53.

learning outcomes, and the average score for each cycle was calculated.

a. Writing Assessment Criteria

In analyzing data to measure students' writing skills using interactive multimedia, the researchers will use writing rubrics as the basis for evaluating the tests given to the respondents.

Writing assessment criteria	Descriptions	Score
Ideas	Idea is relevant with the substance of the assignment	10
	Topic sentences are developed by accurate and adequate details	10
Organization	Ideas are arranged logically and cohesively	10
	Ideas are conveyed clearly, smoothly and effectively	10
Grammar	Using complex and effective sentences	10
Vocabulary style	Rich with vocabulary	10
	The selection and the usage of words and idioms are accurate and appropriate with register	10
Punctuation and Spelling/mechanics	Showing good ability in using punctuation and capital letters accurately	10
	Inconsiderable spelling mistakes	10
		10
Total		100

Table 3.1: Imam Suwardi Wibowo (2017)³⁸

b. The Formula Used to Calculate the Average Data

Mark average obtained from amount score or mark Students Looking for the average is:³⁹

$$x = \frac{\sum x}{n}$$

Where:

$\bar{X}$: Average

$\sum X$: Sum of all student scores

³⁸ Wibowo, Imam Suwardi. *Rubrik Writing*. 2017, p. 25.

³⁹ Wibowo, Imam Suwardi. *Rubrik Writing*. 2017, p.30.

N : Number of students

- c. To calculate the percentage of learning mastery, it can be obtained using the following formula:⁴⁰

$$P = \frac{\sum X}{n} \times 100\%$$

Where:

D = Percentage

X = Nilai rata rata kelas

n = Jumlah peserta didik

- d. Implementation Results Interpretation Table

Qualitatif and Quantitative data in the form of scores following provisions:⁴¹

Acquisition Percentage	Information
0-34 %	Very Poor
35-69 %	Poor
70-74 %	Neutral
75-84 %	Good
85-100 %	Very good

3. Success Indicators

This classroom action research is considered successful if, in each cycle of the implemented learning activities, there is a noticeable improvement

⁴⁰ Rianto, W. *Model-model pembelajaran inovatif berorientasi konstruktivistik*, Kencana: 2012, p. 241.

⁴¹ Sudjana, N. (2016). *Assessment of Learning and Teaching Process Outcomes* (Revised Edition). Rajawali Press. (p. 13).

as indicated by an increase in the students' ability to write simple paragraphs, measured through rising test scores. The indicator of success in this study is if more than 75% of the students achieve a score equal to or above the Minimum Mastery Criterion (KKM) as determined by MTs Biccoing, Bone Regency. The Minimum Mastery Criterion (KKM) for Grade VIII Indonesian language subject is a score of ≥ 70 .

Based on the explanation above, the data collection techniques referred to are the methods used to achieve the research objectives. Overall, the data collection techniques used in this study are presented on the table below:

No	Data types		Objective	Data collection technique	Instrument
1	Qualitative	Student Engagement	The aim is to see how students are engaged when learning using Interactive Multimedia.	Observation	Yes/No observation sheet
		Student Response	The aim is to see students' responses when learning using Interactive Multimedia.	Observation	Yes/No observation sheet
2	Quantitative	Student learning outcomes	The aim is to measure students' writing abilities.	Pre-test and Post-test	Written test



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at MTS Biccoing, Bone Regency, involving second-grade students with a total of 14 participants, consisting of 6 girls and 8 boys. The study was carried out during April and May 2025 using a Classroom Action Research (CAR) design. The purpose of this study was to describe the implementation of interactive multimedia to improve students' writing skills in English for second-grade students at MTS Biccoing, Bone Regency. A topic or sub-topic was considered individually completed if a student achieved a minimum score of 70 (KKM) and considered classically completed if 75% of the students reached this minimum score. The following are the results of the research conducted at MTS Biccoing, Bone Regency.

Cycle I consisted of three learning sessions. The instructional process integrated interactive multimedia, particularly YouTube videos, to teach descriptive texts with the aim of enhancing students' writing skills. Prior to the lessons, a pretest was administered to assess the students' initial abilities. This was followed by a series of instructional treatments, and a post test was conducted at the end to evaluate their progress. The implementation of Cycle I followed four stages: planning, action, reflection and evaluation.

1. Cycle I

Cycle I conducted three meetings. The learning process implemented interactive multimedia, specifically interactive YouTube videos, as a medium for teaching descriptive texts to improve students' writing skills. The implementation of this cycle followed four key stages: planning, action, observation, and reflection.

a. Planning

1) Learning Objectives:

Students are expected to be able to write a descriptive text by paying attention to several key components, including:

- a) Ideas : The ideas must be relevant to the given topic.
- b) Organization: Ideas should be arranged logically and cohesively, following the structure of a descriptive text, which includes identification, description, and conclusion.
- c) Grammar: Students are expected to use the present tense appropriately.
- d) Vocabulary Style: The use of rich and varied vocabulary is encouraged.
- e) Mechanics (Punctuation and Spelling): Students should demonstrate accuracy in using punctuation and capitalization correctly

2) Media

The media used was a YouTube video.

3) Learning Activities

Learning activities are carried out in the classroom for 1 hour 30 minutes. The activity begins with the researcher opening the lesson through an opening greeting and a prayer together to start the learning. After that, the researcher checks the attendance of students. Furthermore, the researcher conveys the learning objectives so that students understand the direction of the activities to be carried out. (± 5 minutes)

The researcher then showed a YouTube video about two minutes long that discussed the material about descriptive text. During the video, the researcher actively paused the video at certain parts to emphasize important information, ask questions, answer the quiz and guide students in understanding the contents of the video. Students were asked to note the main points shown in the video, such as the definition, structure, and purpose of descriptive text. (± 10 minutes)

After that, students were asked to choose one of the three pictures in the video, namely pictures of flowers, durian fruit, and dirty rivers. Based on the chosen picture, students wrote descriptive texts individually. After the writing activity was completed, several students were asked to take turns reading the results of their writing in front of the class. (± 70 minutes)

In closing, the researcher provided feedback on the students' writing results by highlighting several common errors found, especially related to the structure of the descriptive text. The teacher emphasized the importance of paying attention to the order of the structure when writing descriptive text. (± 5 minutes)

In this activity, researchers used individual and group work approaches by utilizing interactive YouTube videos to support learning descriptive texts.

b. Action

Actions in Cycle I were conducted in three meetings with a focus on improving writing skill using interactive YouTube video media with the aim of increasing student engagement, response, and writing skills.

1) Student Engagement

Student involvement during the learning process of writing descriptive texts using YouTube video media was observed through affective, and emotional aspect.

a) Affective Aspect

Affective engagement was related to students' attitudes towards learning activities, being interested in learning, showing interest, and enthusiasm, focusing on listening until the end of the lesson.

The observation results showed:

No.	Indikator	Meeting I	Meeting II	Meeting III
1	Students show interest in trying interactive quizzes	√	√	√
2	The students show interest by quickly following the instructions.	√	√	√
3	Students are excited when learning with media	√	√	-
4	Students persist in following the lesson until the end	-	-	-
5	Students listen quietly when the teacher explains or when the media is played	-	-	-

Based on the data presented in Table 4.1, it can be inferred that:

- (1) In the first meeting, three of the five indicators of affective engagement were achieved. Most students seemed interested in trying the interactive quiz, showed interest such as following the researcher's instructions quickly, and they also looked enthusiastic when learning. However, no students had maintained focus until the end of the lesson, and most had not shown an attitude of listening quietly when the researcher explained or when the media was played.
- (2) At the second meeting, the observation results were still the same as the first meeting, namely three of the five indicators of affective involvement were achieved.
- (3) In the third meeting, affective engagement decreased slightly. Only two indicators remained, namely interest in the quiz and

following the researcher's instructions quickly, but students' enthusiasm began to decline, and there was no significant change in the indicator of students persisting in following the lesson until the end, and they were still not calm when the researcher explained the material or the media was played.

Based on these findings, it can be concluded that students' affective engagement in learning showed fairly good results at the beginning but declined in the third meeting. Thus, their affective engagement can be considered unstable and tended to decrease, as indicated by the following behaviors students were not excited when learning with the media, they did not persist in following the lesson until the end, and they did not pay attention when the teacher was explaining or when the media was being played.

b) Emotional Aspect

In the emotional aspect, observations include students' expressions and comfort in following the lesson. The results of emotional observations showed:

No.	Indikator	Meeting I	Meeting II	Meeting III
1	Students show enthusiasm while learning	√	-	-
2	Students appear happy when they succeed in answering	√	√	√
3	Students control their emotions when they fail to answer questions	√	√	√
4	Students promptly offer support or encouragement to their peers	-	√	-
5	Students' express satisfaction after successfully completing a task	√	√	-

Based on the data presented in Table 4.2, it can be inferred that:

- (1) In the first meeting, students showed quite strong emotional involvement. Although the indicators of supporting friends were not yet visible, four of the five indicators appeared, including enthusiasm shown through expressions such as smiles and nods, a sense of joy when successfully answering questions, the ability to control emotions when failing, and expressions of satisfaction after completing tasks. This reflects a positive emotional response to the learning process carried out using YouTube media.
- (2) In the second meeting, students' emotional involvement tended to remain stable. Although expressions of enthusiasm such as smiles or nods were not very visible, four other indicators were still visible, namely a sense of joy when successfully answering, the ability to control emotions, students were able to show an attitude of mutual support between friends, and a feeling of satisfaction after completing the task. This shows that students' emotions are starting to be more controlled and directed towards cooperation and personal success.
- (3) In the third meeting, emotional engagement was seen to decrease. Only two indicators were visible: students still

showed joy when they successfully answered and were still able to control their emotions when they failed. However, expressions of enthusiasm, social support for friends, and feelings of satisfaction after completing the task were not seen in this session. This indicates that students' emotional responses began to weaken towards the end of the cycle.

Based on the explanation above, students' emotional engagement also became lower by the end of the session. This was shown by students not showing excitement during the lesson, not quickly helping or supporting their friends, and not showing happiness after finishing a task.

2) Student Response

Student responses were analyzed in Affective and Emotional aspect. The results of observations of student response namely:

a) Affective Aspect

Based on the observation results, students' responses to behavioral aspects include interests and are as follows:

No.	Indikator	Meeting I	Meeting II	Meeting III
1	Students give positive comments after completing an assignment or quiz	√	√	-
2	Students are enthusiastic and ask many questions after viewing the learning media	-	-	√
3	Students listen attentively when receiving feedback from the teacher	-	√	-
4	Students feel comfortable and confident in participating in class activities	-	√	-

5	Students provide support or appreciation for the contributions of other group members	-	-	√
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Based on the data presented in Table 4.3, it can be inferred that:

- (1) In the first meeting, students' affective responses were still very limited. Only one indicator was visible, namely several students showed smiles or gave positive comments after completing assignments or quizzes. They did not appear enthusiastic about asking many questions after seeing the learning media, did not listen well when receiving feedback from the researcher, did not feel comfortable and confident in participating in class activities, and did not show support or appreciation for the contributions of other group members.
- (2) In the second meeting, students' affective responses began to develop, namely three indicators were achieved, Students began to show positive attitudes towards the learning process, such as listening well when the teacher gave feedback, and feeling more comfortable and confident in participating in class activities. This indicator shows that students are starting to build a more positive emotional relationship with the learning atmosphere and classroom environment.
- (3) In the third meeting, the pattern of students' affective responses changed and decreased, where initial expressions such as smiles and comfort in participation were no longer visible, students no longer listened well when receiving

feedback from the teacher, and they were less comfortable and confident in participating in class activities, but new forms of response emerged such as the enthusiasm to ask questions after seeing learning media and attitudes of mutual respect such as providing support to group members.

Students' affective responses showed a fluctuating pattern over the three meetings. They improved in the second meeting but declined again in the third. This decline was marked by students not giving positive comments after completing assignments or quizzes, not listening attentively when receiving feedback from the teacher, and not feeling comfortable or confident when participating in class activities.

b) Emotional Aspect

Based on the observation results, student involvement in the emotional aspect can be seen as follows:

No .	Indikator	Meeting I	Meeting II	Meeting III
1	Display a calm expression and remain unpanicked when facing difficulties	-	-	-
2	Look at the teacher or screen attentively when listening to an explanation	-	√	-
3	Show an enthusiastic expression when interesting material is presented	√	√	√
4	Facial expressions change according to the content of the material.	√	√	√
5	Students do not display mild restless gestures	-	-	-

Based on the data presented in Table 4.4, it can be inferred that:

- (1) In the first meeting, two indicators were seen, namely students showed enthusiastic faces such as smiling or opening their eyes wide when interesting material was presented. In addition, facial expressions that changed according to the content of the material such as laughing, surprised, or amazed also began to be seen. Even so, there was no sign of calm when facing difficulties or conscious emotional control, not yet focused on paying attention to the researcher and the media provided, and there were still signs of restless gestures such as yawning or looking down.
- (2) In the second meeting, students' emotional involvement increased. Enthusiasm and expressions according to the content of the material remained consistent. In addition, a deeper emotional focus began to be seen, such as looking at the teacher or the screen seriously while listening to the explanation. This shows that students are starting to be more emotionally involved in the learning process, not only reacting to the display, but also in listening to the material.
- (3) In the third meeting, the emotional response decreased again. Only two indicators remained, namely enthusiasm and changes in expression according to the content of the material. Serious focus and emotional control were no longer

visible, which could indicate a decrease in students' emotional energy towards the end of the cycle or boredom with the same method repeatedly.

Students' emotional responses showed a fluctuating pattern, where after an increase in the second meeting, the responses declined again in the third. This decline was indicated by the absence of calm expressions when facing difficulties, the appearance of restless gestures such as looking down, yawning, or scratching the head, and a lack of full attention to the teacher or the screen while listening to the explanation.

3) The results of students' writing skills

This section discusses the writing skills of students who are the focus of the research, in this case the ability to write descriptive texts. The main focus is on students who can write descriptive texts well based on the components that have been determined.

- a) In the first meeting (April 21, 2025), students began writing descriptive texts with the aim of being able to apply the correct text structure (identification, description, and conclusion) and using Simple Present Tense. The results of the writing showed that most students were able to express ideas according to the topic, but still had difficulty in compiling a complete and coherent text structure. In addition, the use of grammar was not consistent many students mixed past tenses, vocabulary was still limited, and

errors in punctuation and capitalization were often found.

b) In the second meeting (April 23, 2025), there was an increase in ability. Students have created texts according to the given topic, they also began to be able to distinguish the parts of the descriptive text structure more clearly. However, they still have difficulty in using Simple Present Tense, especially in positive and negative sentences. The choice of vocabulary is still simple, and although punctuation and capitalization errors still exist, the number is starting to decrease.

c) At the third meeting (April 24, 2025), students' ability to compose texts according to the topic and text structure was quite good and consistent. However, the main challenge still same in the use of grammar, especially pronouns. The vocabulary used is not varied enough, so the resulting description is not fully rich and detailed. In addition, there are still shortcomings in the accuracy of the use of punctuation and capital letters.

In addition, the learning outcomes related to this cycle were measured through the comparison of students' scores in the pre-test and post-test. The research data obtained in Cycle I are presented as follows:

Nbo	Indicator	Score	
		Pretest	Posttest
1	Mean	52.1%	67.6%
2	Mastery Level	64.2%	

Based on Table 4.5, after implementing the learning process for one

cycle consisting of three meetings, the students' average pre-test score was 52.1%, while the post-test score increased to 67.6%, Although this showed an improvement, the average score was still considered low. Furthermore, the student mastery level reached only 64.2%, which did not meet the minimum mastery criterion (KKM) of 75%. Therefore, it was concluded that Cycle I had not yet achieved the desired learning outcomes, and a second cycle was necessary.

c. Reflection

At the reflection stage, that the implementation of teaching and learning activities in cycle I still has shortcomings, so that revisions are needed to be carried out in the next cycle. Some things that are noted in the reflection are as follows:

1) Student engagement tended to be unstable and showed a decline.

Affective engagement was considered unstable and decline, as indicated by reduced enthusiasm, lack of persistence in completing tasks, and difficulty in maintaining focus while listening to explanations. Emotional engagement also declined as shown by decreased expressions of enthusiasm, a lack of peer support, and reduced satisfaction after completing tasks.

This indicated that learning through YouTube video media was still not interactive enough to effectively enhance students' interest and emotional engagement. Therefore, additional strategies are needed to

engage students more actively and creatively in the learning process.

2) Student response tended to be unstable and showed a decline.

Students' affective response tended to be unstable and showed a decline. This was evident from the absence of smiles and comfort during participation, reduced attentiveness to the teacher's feedback, and a lack of confidence in classroom engagement. Similarly, students' emotional responses declined as indicated by the absence of calm expressions when facing difficulties, the emergence of restless gestures, and a lack of focused attention toward the teacher or the screen during explanations. Therefore, alternative strategies are needed to recapture students' attention and enhance their emotional response in the learning process.

3) Students' writing ability had not yet reached the learning objectives.

In the three meetings of the first cycle, students still experienced difficulties with grammar (particularly the Simple Present Tense and pronouns), limited vocabulary, and frequent errors in punctuation and capitalization. These findings indicated that students had not yet fully achieved the learning objectives for writing descriptive texts according to proper writing conventions. Adding, the students' average pre-test score was 52.1%, while the post-test score increased to 67.6%, Although this showed an improvement, the average score was still considered low. Furthermore, the student mastery level reached only 64.2%, which did not meet the minimum mastery

criterion (KKM) of 75%. Therefore, the learning process was deemed incomplete and needed to continue into Cycle II.

d. Evaluation

Based on the reflection, the researcher concluded that improvements were needed in Cycle II which it was planned to combine YouTube videos with more interactive medium, namely StoryJumper, and to change the type of text from descriptive to recount. This decision was made based on considerations such as.

1. The combination of YouTube videos and StoryJumper can make students more active and creative. Through interaction with YouTube content, students can receive material virtually with engaging audio. In addition, students can actively write and compose stories based on personal experiences that align with the characteristics of recount texts using the StoryJumper platform.
2. Through digital book writing, students are expected to be more motivated and focused when doing writing tasks, as they are directly involved in the creative process. The features of StoryJumper can also help them concentrate more on improving grammar, vocabulary, and writing mechanics.

Thus, the change in strategy in cycle II remains in line with the main objective of the research, namely to improve student writing skill through the use of interactive multimedia.

2. Cycle II

In the second cycle of this classroom action research, the researcher designed learning by continuing to use interactive multimedia, namely the combination of Youtube video and Story Jumper. This media was chosen to help students understand and write recount texts more contextually and interestingly. Story Jumper is done by displaying it via an LCD projector, and the learning process still prioritizes student interaction with the media displayed.

a. Planning

Planning in cycle II begins with determining learning objectives, the media provided and activities in the learning process.

1) Objective

Students can write recount texts by paying attention to several components such as:

- a) Ideas : Ideas are in accordance with the topic of the assignment given.
- b) Organization : Ideas are arranged logically and cohesively according to the structure of the recount text, which includes Orientation, Events and Re-orientation.
- c) Grammar: Using past tense.

- d) Vocabulary Style: Using rich and varied vocabulary.
- e) Punctuation and Spelling (Mechanics): Demonstrate good ability in using punctuation and capital letters correctly.

2) Media

Youtube video and StoryJumper.

3) Learning Activities

The learning activity was carried out for 1 hour and 30 minutes in the classroom. The activity began with the researcher opening the lesson through an opening greeting and a prayer together. After that, the researcher checked the attendance of the students. The researcher then introduced StoryJumper to the students by youtube video about the main functions and features of the platform, such as adding text, illustrations, cover colors, and other design elements. (± 10 minutes)

Next, the researcher divided the students into four groups. Each group was given a different topic to write a recount text. The groups discussed and wrote their story drafts first in their respective books. (± 10 minutes)

After the draft was completed, each group took turns typing their recount text into the StoryJumper platform using the laptops provided. During the typing process, the researcher provided assistance in using the features in the story jumper, while one group typed, the other group contributed to beautifying the appearance of their digital book by adding illustrations, choosing cover colors, and

arranging the text layout. ($\pm$ 50 minutes)

After all groups have completed their stories in StoryJumper, each group presents their work in front of the class by reading the stories they have created. . ($\pm$ 10 minutes)

In closing, the teacher provides feedback on the results of the group's work, correcting common errors directly in the text displayed in StoryJumper. ($\pm$ 10 minutes)

b. Action

Actions in cycle II were carried out in three meetings with the aim of improving students' engagement, response, and writing skills.

1) Student Engagement

Student engagement during the learning process of writing descriptive texts using YouTube video media was observed through affective, and emotional aspect.

a) Affective Aspect

Affective engagement is related to students' attitudes towards learning activities, interest in learning, interests, and enthusiasm .

Observation results show:

No	Indikator	Meeting I	Meeting II	Meeting III
1	Students show interest in trying interactive quizzes	√	√	√
2	The students show interest by quickly following the instructions.	√	√	√
3	Students are excited when learning with media	√	√	√
4	Students persist in following the lesson until the end	-	√	√
5	Students listen quietly when	-	√	√

	the teacher explains or when the media is played			
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Based on the data presented in Table 4.6, it can be inferred that:

- (1) At the first meeting, students' affective involvement had begun to appear quite strong. Three indicators emerged from the beginning, such as students' interest in trying interactive quizzes, enthusiasm when learning, and quick responses in following instructions from researchers and media. However, some students still seemed less focused to persist in following the lesson until the end, and had not shown an attitude of listening quietly when the explanation was given.
- (2) In the second meeting, all indicators were met, students' affective involvement showed clear development. Not only maintaining the enthusiasm and interest that had emerged previously, students also began to show a calmer attitude when listening to the teacher's explanation and were able to follow the learning activities from beginning to end. This indicates that the learning atmosphere is more conducive and students are starting to feel comfortable with the use of StoryJumper media.
- (3) In the third meeting, students' affective engagement remained consistent. All observed indicators were still met. Students remained enthusiastic, responsive, and showed a positive attitude towards learning. They also persisted until the end of

the session and listened to the explanation quietly, indicating that the use of this media succeeded in building interest, comfort, and a stable spirit of learning.

Overall, students' affective engagement showed that the interest and enthusiasm that emerged from the beginning were maintained, and even developed into a more orderly and focused learning attitude. This showed that multimedia interactive are not only attractive in appearance, but are also able to build an emotional atmosphere that supports active participation and student comfort in following the recount text learning process.

b) Emotional Aspect

In the emotional aspect, observations include students' expressions and comfort in following the lesson. The indicators include: enthusiasm, self-confidence, support for friends, and openness to criticism.

No	Indikator	Meeting I	Meeting II	Meeting III
1	Students show enthusiasm while learning	√	√	√
2	Students appear happy when they succeed in answering	√	√	√
3	Students control their emotions when they fail to answer questions	√	√	√
4	Students promptly offer support or encouragement to their peers	-	√	√
5	Students express satisfaction after successfully completing a task	√	√	√

Based on the data presented in Table 4.7, it can be inferred that:

- (1) In the first meeting, the emotional involvement of students

was already very good. Four out of five indicators were seen as students showed enthusiasm such as smiling when the story jumper was shown and then nodding their heads when they understood the material, students also looked happy when they succeeded in answering questions and were praised, then they were also able to control their emotions when they failed to answer questions, and a sense of satisfaction after completing the task had emerged. However, direct support for friends has not been seen much.

(2) In the second meeting, the emotional involvement of students was stronger where all indicators were met. In addition to maintaining enthusiastic expressions and satisfaction, students began to be more active in providing support and encouragement to friends during the learning process. This shows an increase in the aspects of social interaction and empathy between students.

(3) In the third meeting, all indicators of emotional engagement were consistently met. Students continued to show enthusiasm and happiness while learning, were still able to control their emotions when facing difficulties, and actively provided support to friends. A sense of satisfaction with self-achievement was also still visible, so that students' emotional engagement during learning was very positive and stable.

Overall, students' emotional engagement experienced positive and stable development. From the beginning to the end of the cycle, students showed increasing enthusiasm, enjoyment, good emotional control, and social support. This indicates that this learning media has succeeded in creating an emotional atmosphere that is conducive to effective learning.

2) Student Response

a) Affective Aspect

The behavioral aspect measures how students follow instructions, raise their hands when they want to ask or answer questions, and adapt to changes in the classroom. Based on the observation results, student involvement in the behavioral aspect is as follows:

No.	Indicator	Meeting I	Meeting II	Meeting III
1	Students make positive comments after completing an assignment or quiz	√	√	√
2	Students are enthusiastic and ask many questions after viewing the learning media	-	√	√
3	Students listen attentively when receiving feedback from the teacher	-	√	√
4	Students feel comfortable and confident in participating in class activities	√	√	√
5	Students provide support or appreciation for the contributions of other group members	-	-	√

Based on the data presented in Table 4.8, it can be inferred that:

- (1) At the first meeting, there were two indicators that were

visible, namely students were seen smiling and giving positive comments after completing the task, they also looked comfortable and confident, but they never asked questions, students were also not focused and paid less attention to the teacher, and were still unable to give appreciation to others.

- (2) In the second meeting, students' affective responses developed further into 4 fulfilled indicators. In addition to maintaining self-confidence and positive expressions, students began to be more enthusiastic in asking questions after seeing the learning media and were better at listening to feedback from the teacher. Although support for friends was still not visible, their involvement in class was increasing.
- (3) In the third meeting, students' affective responses showed significant progress. All indicators of affective responses were met, starting from the spirit of asking questions, listening to feedback well, to providing support and appreciation to classmates. This shows that students feel comfortable and emotionally and socially involved in the learning process.

Students' affective responses to the use of StoryJumper in learning recount texts showed positive developments and increased over time. Students not only felt comfortable and confident, but also began to show enthusiasm, openness to

feedback, and increasingly strong social support among them.

b) Emotional Aspect

The emotional aspect measures how emotionally engaged students are in learning, including their reactions to difficult material, questions from teachers, and interactions with friends. Based on the observation results, student involvement in the emotional aspect can be seen as follows:

No	Indicator	Meeting I	Meeting II	Meeting III
1	Display a calm expression and remain unpanicked when facing difficulties	-	√	√
2	Look at the teacher or screen attentively when listening to an explanation	√	√	√
3	Show an enthusiastic expression when interesting material is presented	√	√	√
4	Facial expressions change according to the content of the material	√	√	√
5	Students do not display mild restless gestures	-	√	√

Based on the data presented in Table 4.9, it can be inferred that:

- (1) In the first meeting, the students' emotional responses were quite positive with three visible indicators. Students looked serious looking at the teacher or the screen when the material was delivered and showed enthusiastic expressions, such as smiling and wide-open eyes, when interesting material was presented. Several other indicators, such as calmness when facing difficulties and not showing restless gestures, had not

yet fully emerged.

- (2) Entering the second meeting, all indicators of students' emotional responses were met well. Students were increasingly able to maintain calm when facing difficulties and did not show mild anxiety gestures. Their expressions remained enthusiastic and responsive to the content of the material presented, with changes in facial expressions according to the content of the material presented, such as surprise, laughter, curiosity, or awe. A serious attitude when listening to the explanation also remained consistent.
- (3) In the third meeting, the students' emotional responses remained stable and positive. They continued to show calmness when facing difficulties, consistent enthusiastic expressions, and changes in expression that reflected understanding and emotional involvement in the learning material. Restless gestures also did not appear, indicating students' comfort during the learning process.

Overall, students' emotional experienced significant development from the first to the third meeting. Students were able to show calmness, enthusiasm, and strong emotional involvement in the learning material, which shows that this media is effective in creating a conducive and enjoyable learning atmosphere.

3) The results of students' writing skills

The skill section discusses the development of students' skills in writing recount texts using Youtube and StoryJumper media. The main focus is students' ability to write recount texts with appropriate ideas, correct structures, appropriate use of grammar (especially Simple Past Tense), relevant vocabulary, and accuracy in spelling and punctuation.

- a) In the first meeting (5 May 2025), students began to be able to write recount texts in groups on the given topic. However, there were still several errors in text structuring, inconsistent use of the grammar particularly Simple Past Tense, and limited vocabulary. Additionally, accuracy in the use of punctuation and spelling was still lacking.
- b) In the second meeting (7 May, 2025), Student abilities improved. They began to demonstrate a better grasp of recount text structure, their application of Simple Past Tense grammar became more accurate, and their vocabulary showed increased variation. While punctuation and spelling errors began to diminish, these areas still warranted further attention.
- c) At the third meeting (8 May, 2025), students' writing skills achieved good results. Students were able to write recount texts with complete and coherent structures, correct use of grammar, fairly rich vocabulary, and more careful writing mechanics (spelling, punctuation, capital letters). The writing results created

and presented through StoryJumper showed good understanding and creativity in describing experiences.

Thus, students' recount text writing skills showed a significant improvement and successfully achieved the learning objectives set for this cycle II. Furthermore, the learning outcomes by comparing the results of the pre-test and post-test, namely :

No	Indicator	Score	
		Pretest	Posttest
1	Mean	58.4%	80.5%
2	Mastery Level	85.7%	

Based on Table 4.10, after implementing the learning process in Cycle II, which consisted of three meetings, the students' pre-test score reached 58.4%, while the post-test score increased to 80.5%. This indicates a significant improvement, with the average score categorized as very good. In addition, the student mastery level reached 85.7%, which exceeds the minimum mastery criterion of 75%. Therefore, it can be concluded that Cycle II successfully met the expected level of student mastery.

c. Reflection

The implementation of Cycle II using YouTube and StoryJumper showed significant improvements with student engagement and response increasing evenly and consistently with all indicators showed improvement and were fulfilled by the end of the meeting. Additionally, during Cycle II, students began to better understand writing conventions, as most were able to produce recount texts containing the

required components. The resulting scores improved and were classified in the 'very good' category, indicating a high level of success. These results demonstrate that students not only significantly improved their writing skills but also achieved the successful indicators established for Cycle II.

Therefore, interactive multimedia enabled students to learn actively and interactively, which increased their engagement and responses, and improved the writing skills of Grade 8 students at MTs Biccoing, Bone Regency.

d. Evaluation

In Cycle I, the use of interactive YouTube videos for teaching descriptive texts yielded promising results but was not yet optimal. Student engagement and responses tended to decline, showing uneven and inconsistent patterns. Furthermore, most students had not yet fully succeeded in writing descriptive texts based on the learning objectives. As a result, the average scores and success indicators did not meet the expected standards.

In contrast, in Cycle II, the combination of YouTube and StoryJumper for learning recount texts showed significant improvement. Student engagement and responses increased evenly and consistently. Most students succeeded in writing recount texts with the correct structure and linguistic elements according to the assessment criteria. Additionally, the average scores and success indicators met the

expected standards, indicating that the implementation of interactive multimedia in Cycle II effectively improved students' writing skills and overall learning outcomes. Therefore, based on these results, interactive multimedia can improve students' writing skills at MTs Biccoing, Bone Regency.

B. Discussion

This section discussed the results obtained after the implementation of Interactive Multimedia to improve students' writing skills in class VIII at MTs Biccoing Bone Regency.

Based on initial observations, students in Grade 8 at MTs Biccoing were still weak in writing, and their scores were below the Minimum Competency Standards (KKM). In addition, they appeared less enthusiastic and less active in the learning process. Therefore, the researcher applied interactive multimedia to improve students' writing skills.

Several studies have found that interactive multimedia is an effective learning medium in the context of teaching English, particularly in writing. This effectiveness is attributed to its ability to combine various media elements such as video, audio, text, images, and other interactive features, which support students in learning through both auditory and visual modalities. In addition, Interactive Multimedia allows students to interact directly with the media, which motivates them to learn. Interactive Multimedia can increase students' motivation and

interest in learning.⁴²

Interactive multimedia is easily accessible and widely available due to the advancement of digital technology and strong internet connectivity. Both teachers and students can access it through various devices such as computers, tablets, or smartphones. Furthermore, the implementation of this technological media is also supported by school environments that are already accustomed to using technology, where adequate facilities such as projectors, laptops, speakers, and other supporting tools are available. This leads to the conclusion that, in addition to being effective for the learning process due to its engaging elements for students, interactive multimedia is also highly user-friendly and accessible for anyone. It refers to the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital environment that allows people to interact with the data for appropriate purposes.⁴³

The research was conducted using Classroom Action Research (CAR) in two cycles. The goal was to assess student engagement, responses, and writing skills using interactive multimedia. The instruments included a Yes/No observation checklist to observe engagement and response, and tests to assess students' writing abilities.

In Cycle 1, the researcher conducted three learning sessions, each lasting 90 minutes. During this cycle, interactive multimedia, specifically YouTube videos,

⁴² Wayudi, Hubungan Penggunaan Multimedia dalam Pembelajaran terhadap Peningkatan Hasil Belajar Peserta Didik. *Journal on Education*, Vol. 6, No. 1. 2023, p. 25-43, Open Access. <https://doi.org/10.31004/joe.v6i1.2910>.

⁴³ Neo, et.al. Multimedia learning: Using multimedia as a platform for instruction and learning in higher education. *The Internet and Higher Education*, 2004. 7(4), p. 309–318.

was used to teach descriptive texts. An observation checklist was applied in each session to monitor student engagement and responses, supported by tests administered before and after the cycle. However, the results of Cycle 1 were not considered fully successful due to several contributing factors, namely.

1. Student Engagement

Based on the observation of the affective aspect, it can be concluded that most students did not seem enthusiastic when learning from the media. They stayed quiet and sometimes yawned. They also did not show persistence in following the lesson until the end and paid little attention when the teacher was explaining or when the media was playing, as they often talked with their seatmates. Meanwhile, from the emotional aspect, they did not show enthusiasm such as smiling or nodding, rarely supported their friends, and did not express satisfaction after completing tasks.

2. Student Response

Based on the observation results, student response was also unstable and showed a decline. In the affective aspect, only a few students showed enthusiasm, such as smiling or laughing after watching the learning media. They also did not give appreciation for their group members' contributions. Students did not listen carefully to the teacher's feedback and were often seen looking away, such as toward the window or the door. In the emotional aspect, students showed signs of discomfort, such as looking down, yawning, or scratching their heads, and they did not remain calm when facing difficulties.

3. Students' Writing Skill

Students still frequently made grammatical errors, particularly in the use of the Simple Present Tense. They also showed limited vocabulary usage and lacked accuracy in using pronouns and punctuation marks, adding the students' average pre-test score was 52.1%, while the post-test score increased to 67.6%, although this showed an improvement, the average score was still considered low. Furthermore, the student mastery level reached only 64.2%, which did not meet the minimum mastery criterion (KKM) of 75%. Therefore, students' writing skills using Multimedia Interactive had not yet achieved optimal results.

In Cycle II, the researcher continued the learning activities by using a combination of YouTube and StoryJumper to teach recount texts. The implementation of this media showed significant improvements, as student engagement and responses increased consistently and evenly, with all indicators successfully achieved.

1. Student Engagement

Student engagement improved significantly, and all indicators were achieved in this cycle. In the affective aspect, students showed interest in participating in quizzes, followed instructions promptly, appeared enthusiastic about learning, remained focused throughout the lessons, and listened attentively. In terms of emotional engagement, they appeared happy, demonstrated good emotional control, supported one another, and expressed satisfaction after completing their tasks.

2. Student Response

In the affective aspect, students demonstrated positive responses such as smiling, giving comments after completing tasks, asking questions enthusiastically, listening attentively to the teacher, showing confidence, and supporting their group members. Emotionally, they remained calm when facing difficulties, stayed focused during explanations, and expressed emotions that aligned with the lesson such as smiling, laughing, or showing amazement without displaying signs of restlessness like yawning or looking down.

3. Students' Writing Skill

Students demonstrated a better understanding of writing conventions, as most were able to produce recount texts that included the required components. As a result, their average pre-test score was 58.4%, which increased to 80.5% in the post-test. This reflects a significant improvement, with the average score categorized as very good. Furthermore, the student mastery level reached 85.7%, surpassing the minimum mastery criterion of 75%. Therefore, it can be concluded that Cycle II successfully achieved the expected level of student mastery.

Based on the results above, it can be concluded that the use of YouTube as an interactive medium in Cycle I did not fully succeed in improving student engagement, responses, and writing skills. This limitation was caused by the one-way nature of YouTube, which limited direct interaction between students and the media. Although the content was visually and audibly appealing and included

features such as quizzes or questions, students' participation remained passive because they had no opportunity to modify the content or take an active role in the learning process. This kind of passive video consumption tends to hinder students' cognitive and emotional engagement due to the lack of active interaction needed to maintain their motivation and participation.⁴⁴ Therefore, further efforts are needed by applying a more engaging and interactive approach.

The combination of YouTube and StoryJumper in cycle II significantly improved students' engagement, responses, and writing skills. YouTube was used to help students understand the material through audiovisual content, while StoryJumper allowed students to express their ideas creatively by making digital books. The combination of these two media created a balance between receiving and producing content, which made students more active, engaged, and motivated.

Accordingly, in this case, designing interactive elements in multimedia is very important because different designs can lead to different learning outcomes, even if they serve the same basic function. YouTube provides passive feedback through visual and audio input, while StoryJumper gives active feedback when students create their own stories. Although both are interactive media, the differences in design and type of interactivity affect how students learn, engage, and improve their writing skills.⁴⁵

Interactive multimedia does not have to rely on only one type of media. In fact, combining several types of interactive media can make learning more interesting and effective. This was shown in the results, where the combination of

⁴⁴ Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press, p. 45

⁴⁵ Steffi Domagk, et al, Interactivity in multimedia learning: An integrated model, *Computers in Human Behavior*, Vol. 26, No. 5, 2010, p. 1031.

YouTube and StoryJumper in Cycle II gave better outcomes than using YouTube alone in Cycle I. These findings suggested that integrating various types of interactive multimedia can increase student engagement, improve their responses, and help enhance their writing skills. This is in line with the theory that learning becomes more effective when information is presented through both visual and verbal channels at the same time, as it helps students understand and remember the material better.⁴⁶

In addition, the use of multimedia in learning has proven to be very beneficial because it is creative and innovative. Children today tend to prefer learning processes that make use of technology rather than conventional verbal teaching by the teacher. This aligns with the characteristics of the digital generation, who are more interested in visual, audio, and interactive media. Therefore, using multimedia can increase their motivation, attention, and participation in learning. Today's students represent the first generations to grow up with the new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cameras, cell phones, and all the other toys and tools of the digital age. They think and process information fundamentally differently from their predecessors.⁴⁷

However, it is important to understand that multimedia is not a replacement for the teacher's role. Instead, it serves as a facilitator or a support for teachers in delivering material, making the learning process more effective, engaging, and aligned with the needs and characteristics of today's students. Hence, in this

⁴⁶ Richard E. Mayer, *The Cambridge Handbook of Multimedia Learning*, 2nd ed. (New York: Cambridge University Press, 2009), p.59.

⁴⁷ Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), p. 1–6.

study, integrating interactive multimedia such as YouTube and StoryJumper is strongly recommended as an effective and engaging tool to support the teaching of writing skills in the classroom.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

The conclusions for each cycle are presented as follows:

1. Student Engagement.

At first, the students did not show excitement in learning, were not focused until the end, and paid little attention to the researcher explanation. They also looked less enthusiastic, rarely supported their friends, and did not show satisfaction after completing tasks. However, after using interactive multimedia, the students showed good engagement in learning and all indicators were fulfilled. They were interested in trying interactive quizzes, excited about the media, stayed focused until the lesson ended, and listened calmly to the explanation. The students also looked happy and enthusiastic during learning, could manage their emotions when facing difficulties, supported each other, and showed satisfaction after finishing tasks.

2. Student Response

At first, the students did not give positive comments, were not focused on the teacher's feedback, lacked confidence, and did not support their friends. They were also not calm when facing difficulties, were less focused during explanations, and still showed signs of restlessness, such as yawning or looking down. However, after using interactive multimedia, the students showed good responses in learning, and all indicators were

fulfilled. They smiled or gave positive comments after tasks, asked questions enthusiastically after watching the media, listened carefully to the teacher's feedback, felt comfortable and confident when participating, and gave support to their group members. They also stayed calm during difficulties, focused while listening to explanations, showed enthusiastic expressions when the material was interesting, had facial expressions that matched the content, and did not show restless gestures like yawning or looking down

3. Students' Writing Skill

Students' writing skills showed a significant improvement. At first, many students still made mistakes in grammar, vocabulary, and punctuation. However, after the use of interactive media was improved, students were able to write texts with proper structure and complete components such as ideas, text organization, grammar, vocabulary, and punctuation. Their average score also increased from low to very good, and most students succeeded in passing the minimum mastery criteria (KKM).

B. Suggestions

Based on these findings, several suggestions can be given for further development:

1. Suggestions for Teachers

Based on the results of this study, teachers are advised to:

- a. Use Interactive Multimedia to improve writing skill

Teachers can use StoryJumper and YouTube as interactive media to improve students' writing skills. StoryJumper encourages students to write creatively through digital storytelling, while YouTube provides audiovisual input to support understanding. The combination of these two platforms helps balance receptive and productive skills, making students more active, engaged, and motivated in writing activities.

b. Integration of Various Interactive Multimedia

Teachers are encouraged to combine multiple interactive media in one lesson to create a more varied and student-centered learning experience. Integrating tools such as YouTube live chat, StoryJumper, Google Forms, and Canva can make the learning process more dynamic, creative, and enjoyable.

c. Developing Creative Writing Activities

Teachers are encouraged to create varied and interesting writing activities, such as making picture stories, digital books, or short video scripts. Giving students the freedom to choose topics and work in groups can also increase their engagement and response.

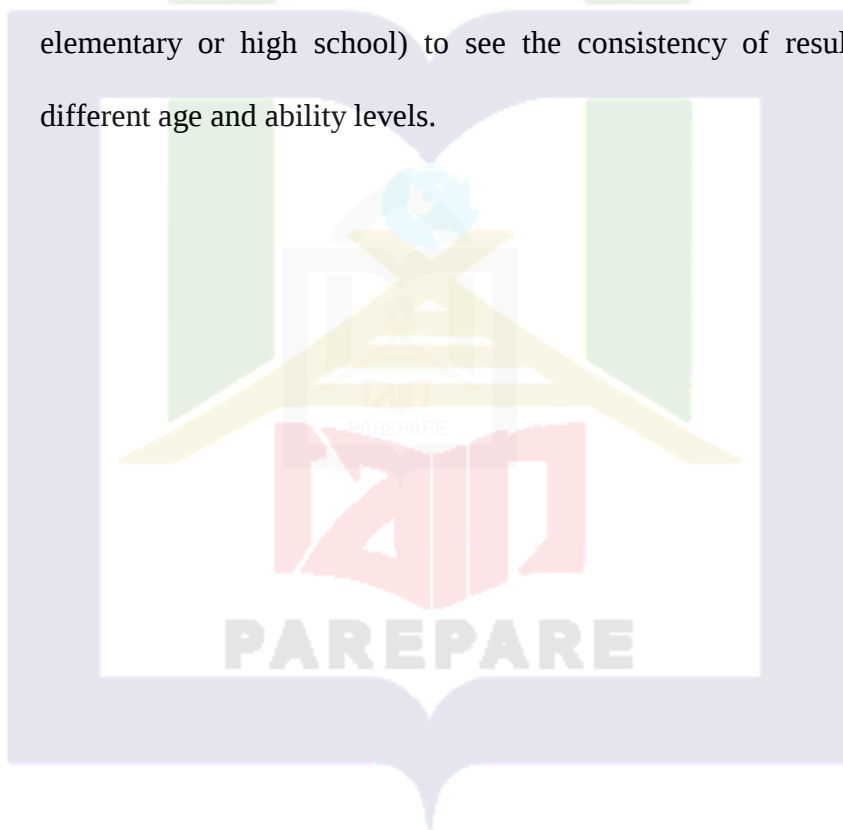
2. Suggestions for Further Researchers

For further research development, it is recommended:

- a. Researching with a longer duration and a greater number of cycles, in order to see the long-term impact of using interactive multimedia on students' writing skills.
- b. Combine various interactive multimedia platforms, such as Canva and

Book Creator, to create a more engaging learning experience and to explore the effectiveness of integrated tools in the context of language learning.

- c. Adding other qualitative data collection instruments such as in-depth interviews or student reflective journals to strengthen findings from observations and tests.
- d. Applying research to different school levels or contexts (e.g., elementary or high school) to see the consistency of results across different age and ability levels.





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APPENDICES



APPENDIX 1**OBSERVATION LIST FOR STUDENT ENGAGEMENT**

No	Indicators	Meeting I	Meeting II	Meeting III
Affective Aspect				
1	Students show interest in trying interactive quizzes			
2	The students show interest by quickly following the instructions.			
3	Students are excited when learning with media			
4	Students persist in following the lesson until the end			
5	Students listen quietly when the teacher explains or when the media is played			
Emotional Aspect				
1	Students show enthusiasm (smiling, nodding) while learning			
2	Students appear happy when they succeed in answering			
3	Students control their emotions when they fail to answer questions			
4	Students promptly offer support or encouragement to their peers			
5	Students express satisfaction after successfully completing a task			

APPENDIX 2

OBSERVATION LIST FOR STUDENT RESPONSE

No	Indicators	Meeting I	Meeting II	Meeting III
Affective Aspect				
1	Students smile or make positive comments after completing an assignment or quiz			
2	Students are enthusiastic and ask many questions after viewing the learning media			
3	Students listen attentively when receiving feedback from the teacher			
4	Students feel comfortable and confident in participating in class activities			
5	Students provide support or appreciation for the contributions of other group members			
Emotional Aspect				
1	Display a calm expression and remain unpanicked when facing difficulties			
2	Look at the teacher or screen attentively when listening to an explanation			
3	Show an enthusiastic expression (smiling, eyes wide open) when interesting material is presented			
4	Facial expressions change according to the content of the material (surprised, laughing, curious, or amazed)			
5	Students do not display mild restless gestures (such as looking down, yawning, or scratching their head)			

APPENDIX 3

WRITING TEST IN PRE-TEST CIRCLE I

Name:

Class:

Date:

Time Duration: 30 minutes

Instruction:

1. Write a descriptive text about your favorite place (e.g., a park, home, school, or tourist attraction).
2. Use words that clearly describe the place so the reader can imagine it.
3. Your writing should consist of 5–7 sentences in one paragraph.

APPENDIX 4

WRITING TEST IN POST-TEST CIRCLE I

Name:

Class:

Date:

Time Duration: 30 minutes

Instruction:

1. Write a descriptive text about your best friend
2. Use words that clearly describe the place so the reader can imagine it.
3. Your writing should consist of 8–10 sentences in one paragraph.

APPENDIX 5

WRITING TEST IN PRE-TEST CIRCLE II

Name:

Class:

Date:

Time Duration: 30 minutes

Instruction:

1. **Choose the topic :**
 - a. **A Fun Trip I Took – Share a story about a trip or vacation you went on.**
 - b. **An Unforgettable School Day – Write about a school event or day that you will always remember.**
2. **Write a recount text about a topic that is related to your life.**
3. **Your writing should consist of 5–7 sentences in one paragraph.**

APPENDIX 6

WRITING TEST IN POST-TEST CIRCLE II

Name:

Class:

Date:

Time Duration: 30 minutes

Instruction:

1. Choose the topic :
 - a. A Memorable Experience at School – Describe an event at school that left a lasting impression on you.
 - b. A Fun Day I Had with Friends – Share a fun or exciting day spent with your friends.
2. Write a recount text about a topic that is related to your life.
3. Your writing should consist of 8-10 sentences in one paragraph.

APPENDIX 7**THE RESULT OF OBSERVATION LIST FOR STUDENT ENGAGEMENT
CIRCLE I**

No	Indicators	Meeting I	Meeting II	Meeting III
Affective Aspect				
1	Students show interest in trying interactive quizzes	√	√	√
2	The students show interest by quickly following the instructions.	√	√	√
3	Students are excited when learning with media	√	√	-
4	Students persist in following the lesson until the end	-	-	-
5	Students listen quietly when the teacher explains or when the media is played	-	-	-
Emotional Aspect				
1	Students show enthusiasm (smiling, nodding) while learning	√	-	-
2	Students appear happy when they succeed in answering	√	√	√
3	Students control their emotions when they fail to answer questions	√	√	√
4	Students promptly offer support or encouragement to their peers	-	√	-
5	Students express satisfaction after successfully completing a task	√	√	-

APPENDIX 8

THE RESULT OF OBSERVATION LIST FOR STUDENT RESPOND

CIRCLE I

No	Indicators	Meeting I	Meeting II	Meeting III
Affective Aspect				
1	Students smile or make positive comments after completing an assignment or quiz	√	√	-
2	Students are enthusiastic and ask many questions after viewing the learning media	-	-	√
3	Students listen attentively when receiving feedback from the teacher	-	√	-
4	Students feel comfortable and confident in participating in class activities	-	√	-
5	Students provide support or appreciation for the contributions of other group members	-	-	√
Emotional Aspect				
1	Display a calm expression and remain unpanicked when facing difficulties	-	-	-
2	Look at the teacher or screen attentively when listening to an explanation	-	√	-
3	Show an enthusiastic expression (smiling, eyes wide open) when interesting material is presented	√	√	√
4	Facial expressions change according to the content of the material (surprised, laughing, curious, or amazed)	√	√	√
5	Students do not display mild restless gestures (such as looking down, yawning, or scratching their head)	-	-	-

APPENDIX 9

THE RESULT OF OBSERVATION LIST FOR STUDENT ENGAGEMENT CIRCLE II

No	Indicators	Meeting I	Meeting II	Meeting III
Affective Aspect				
1	Students show interest in trying interactive quizzes	√	√	√
2	The students show interest by quickly following the instructions.	√	√	√
3	Students are excited when learning with media	√	√	√
4	Students persist in following the lesson until the end	-	√	√
5	Students listen quietly when the teacher explains or when the media is played	-	√	√
Emotional Aspect				
1	Students show enthusiasm (smiling, nodding) while learning	√	√	√
2	Students appear happy when they succeed in answering	√	√	√
3	Students control their emotions when they fail to answer questions	√	√	√
4	Students promptly offer support or encouragement to their peers	-	√	√
5	Students express satisfaction after successfully completing a task	√	√	√

APPENDIX 10**THE RESULT OF OBSERVATION LIST FOR STUDENT ENGAGEMENT
CIRCLE II**

No	Indicators	Meeting I	Meeting II	Meeting III
Affective Aspect				
1	Students smile or make positive comments after completing an assignment or quiz	√	√	√
2	Students are enthusiastic and ask many questions after viewing the learning media	-	√	√
3	Students listen attentively when receiving feedback from the teacher	-	√	√
4	Students feel comfortable and confident in participating in class activities	√	√	√
5	Students provide support or appreciation for the contributions of other group members	-	-	√
Emotional Aspect				
1	Display a calm expression and remain unpanicked when facing difficulties	-	√	√
2	Look at the teacher or screen attentively when listening to an explanation	√	√	√
3	Show an enthusiastic expression (smiling, eyes wide open) when interesting material is presented	√	√	√
4	Facial expressions change according to the content of the material (surprised, laughing, curious, or amazed)	√	√	√
5	Students do not display mild restless gestures (such as looking down, yawning, or scratching their head)	-	√	√

APPENDIX 11

**THE RESULT OF WRITING TEST IN PRE-TEST AND POSTEST
CIRCLE I**

No	Nama Siswa	Nilai Pretest	Nilai Posttest	Keterangan
1	Isamila	50	55	Belum Tuntas
2	Putri	52	65	Belum Tuntas
3	Nurfi	48	62	Belum Tuntas
4	Nurcahaya	55	70	Tuntas
5	Dzaky	53	72	Tuntas
6	Arman	50	64	Belum Tuntas
7	Saiful	57	59	Belum Tuntas
8	Rafli	60	72	Tuntas
9	Akbar	58	70	Tuntas
10	Sandi	62	73	Tuntas
11	Mifta	59	72	Tuntas
12	Hairil	54	71	Tuntas
13	Naya	56	70	Tuntas
14	Celsi	55	71	Tuntas
Total		729	946	64.2%
Nilai Rata-Rata		52.1%	67.6%	

APPENDIX 12

THE RESULT OF WRITING TEST IN PRE-TEST AND POSTEST
CIRCLE II

No	Nama Siswa	Nilai Pretest	Nilai Posttest	Keterangan
1	Isamila	53	86	Tuntas
2	Putri	54	75	Tuntas
3	Nurfi	50	80	Tuntas
4	Nurcahya	55	75	Tuntas
5	Dzaky	60	90	Tuntas
6	Arman	60	65	Belum Tuntas
7	Saiful	56	68	Belum Tuntas
8	Rafli	61	73	Tuntas
9	Akbar	65	85	Tuntas
10	Sandi	62	80	Tuntas
11	Mifta	68	95	Tuntas
12	Hairil	56	75	Tuntas
13	Naya	60	90	Tuntas
14	Celsi	58	90	Tuntas
Total		818	1.127	85.7%
Nilai Rata – Rata		58.43%	80.5%	

APPENDIX 13

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Alokasi Waktu : 3 x 90 menit (3 pertemuan)
Nama Penyusun : Novita Riski Amalia S, Pd

A. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Capaian Pembelajaran Fase D per Elemen		
Menyimak Berbicara	–	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca Memirsa	–	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis Mempresentasikan	–	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

B. TUJUAN PEMBELAJARAN

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas
2. Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.

C. MODEL DAN METODE PEMBELAJARAN

Model : Teacher Center Learning
 Metode : Group Discussion

D. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

1. Media : Video Youtube Interactive
2. Alat/Bahan : Smartphone/Tablet/Laptop, Proyektor, Speaker Portable, Internet (akses)
3. Sumber Belajar : Video YouTube
 - Descriptive Text :
<https://youtu.be/Rf78tIAqQvo?si=anhdkZnmTgGTgJM5>
 - Descriptive Text (Place and Person) :
<https://youtu.be/Rp3McnRvZqQ?si=Ed0bRwuv34Mp5rvl>

E. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN KE-1 (90 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Melakukan Pembukaan - Guru membuka pelajaran dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. Mengaitkan Materi dengan Pengalaman Peserta Didik - Guru mengaitkan materi yang akan dipelajari (teks deskriptif) dengan pengalaman siswa, seperti mendeskripsikan seseorang atau objek dalam kehidupan sehari-hari. - Guru mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya: <i>Pernahkah kamu bertemu seseorang tetapi tidak mengetahui namanya?</i> <i>Bagaimana kamu menjelaskan seseorang kepada orang lain tanpa menyebutkan namanya?</i> <i>Apa yang paling mudah diingat dari seseorang ketika kamu lupa namanya?</i> Menyampaikan Tujuan Pembelajaran - Guru menyampaikan tujuan pembelajaran, yaitu: "Hari ini kita akan mempelajari teks deskriptif, memahami struktur dan ciri-cirinya.	10 Menit
Kegiatan Inti	Mengorientasikan Peserta Didik pada Masalah - Guru membuka pelajaran dengan menayangkan video YouTube yang membahas tentang teks deskriptif, termasuk definisi, struktur (identifikasi dan deskripsi), serta contoh teks deskriptif sederhana. - Guru sesekali mempause beberapa bagian lalu memberikan instruksi kepada siswa untuk menjawab pertanyaan serta kuis yang ada pada video, lalu meminta siswa mencatat informasi penting yang disampaikan dalam video. - Siswa memperhatikan isi video, mencatat konsep-konsep utama, dan berdiskusi singkat dengan teman sebangku mengenai isi video.	70 Menit

	- Guru berkeliling mengamati aktivitas siswa, memberikan bantuan, serta memperjelas konsep bagi siswa yang mengalami kesulitan memahami isi video. Mengorganisasikan Kerja Siswa - Guru membagi peserta didik ke dalam kelompok kecil, masing-masing terdiri dari 3 orang. - Peserta didik berkumpul sesuai kelompok, Guru meminta peserta didik untuk mendeskripsikan gambar yang ada pada video. Setiap kelompok memiliki gambar yang berbeda. Melakukan Penyelidikan atau Penelusuran untuk Menjawab Permasalahan - Guru mengarahkan siswa untuk mendiskusikan dalam kelompok untuk mengerjakan tugas LKS secara kolaboratif. - Guru meminta masing-masing kelompok mempresentasikan tugas mereka di depan kelas. - Guru memberikan umpan balik, meluruskan kesalahan pemahaman, dan memberikan penguatan terhadap jawaban siswa untuk memperdalam pemahaman konsep.	
Kegiatan Penutup	- Guru bersama peserta didik membuat simpulan tentang materi yang telah dipelajari, khususnya tentang struktur teks deskriptif dan kosakata yang digunakan. - Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini, misalnya: "Apa yang sudah dipelajari hari ini? Apakah ada kesulitan dalam memahami materi?" - Guru memberikan tindak lanjut terhadap refleksi kegiatan hari ini, serta memberi pengarahannya untuk belajar lebih lanjut. - Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	10 Menit
PERTEMUAN KE-2 (90 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Melakukan Pembukaan - Guru membuka pelajaran dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik. Pengaitan dengan Materi Sebelumnya - Guru mengingatkan kembali materi yang telah dipelajari pada pertemuan sebelumnya, yakni struktur dan kosakata teks deskriptif. Guru mengajukan beberapa pertanyaan reflektif: <i>Apa yang sudah kamu pelajari tentang teks deskriptif?</i> <i>Apa yang menjadi tantangan terbesar ketika menulis teks deskriptif?</i> Menyampaikan Tujuan Pembelajaran - Guru menjelaskan bahwa tujuan pembelajaran hari ini adalah untuk lebih mendalami penggunaan kosakata deskriptif yang lebih variatif dan mulai menyusun	10 Menit

	paragraf deskriptif yang lebih lengkap.	
Kegiatan Inti	Mengorientasikan Peserta Didik pada Masalah - Guru menayangkan video YouTube yang lebih kompleks, menampilkan contoh teks deskriptif tentang orang dan tempat dengan penggunaan kosakata lebih beragam dan struktur kalimat yang lebih kompleks. - Siswa diminta untuk mencatat kosakata baru yang ditemukan dalam video dan menganalisis bagaimana kosakata tersebut digunakan dalam kalimat deskriptif. - Guru memberikan instruksi agar siswa berdiskusi dengan teman sebangku untuk memahami cara penggunaan kata-kata deskriptif dalam konteks yang lebih kaya. Mengorganisasikan Kerja Siswa - Siswa kembali bekerja dalam kelompok dan menerima LKS yang berisi tugas untuk menulis satu paragraf deskriptif berdasarkan objek yang ada di video. - Guru memberikan arahan agar siswa menulis paragraf dengan memperhatikan penggunaan kosakata deskriptif dan susunan kalimat yang jelas. - Guru memantau dan membantu jika ada kesulitan dalam penulisan. Melakukan Penyelidikan atau Penelusuran untuk Menjawab Permasalahan - Siswa mendiskusikan hasil penulisan dalam kelompok dan memberikan masukan kepada teman mereka. - Siswa mempersiapkan hasil tulisan mereka untuk dipresentasikan di depan kelas. - Guru memberikan umpan balik tentang cara meningkatkan kualitas paragraf deskriptif yang sudah ditulis.	70 Menit
Kegiatan Penutup	- Guru bersama peserta didik membuat simpulan dari kegiatan pembelajaran hari ini, khususnya mengenai penggunaan kosakata deskriptif. - Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini, seperti: "Apa yang sudah kamu pelajari tentang teks deskriptif?" - Guru memberikan tindak lanjut untuk pertemuan berikutnya dan memberikan latihan untuk menulis lebih lanjut di rumah.	10 Menit
PERTEMUAN KE-3 (90 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Melakukan Pembukaan - Guru membuka pelajaran dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik. Pengaitan dengan Materi Sebelumnya - Guru mengingatkan kembali materi yang telah dipelajari pada pertemuan sebelumnya, yaitu struktur teks deskriptif dan kosakata yang digunakan dalam menulis teks deskriptif.	10 Menit

	Menyampaikan Tujuan Pembelajaran Guru menyampaikan tujuan pembelajaran hari ini, yakni siswa akan mempraktikkan penulisan teks deskriptif secara mandiri berdasarkan objek yang mereka pilih dari video YouTube.	
Kegiatan Inti	Mengorientasikan Peserta Didik pada Masalah - Guru menayangkan video YouTube yang menunjukkan teks descriptive orang dan tempat - Guru meminta siswa diminta untuk menulis paragraf deskriptif secara mandiri, menggunakan kosakata dan struktur yang telah dipelajari. - Siswa diminta untuk memperhatikan teks descriptive tersebut kemudian mengisi tabel sesuai dengan teks tersebut Mengorganisasikan Kerja Siswa - Siswa bekerja secara individu untuk menulis teks deskriptif tentang objek yang diberikan yaitu orang dan tempat - Guru memberikan panduan tentang cara menyusun paragraf dengan baik dan benar. - Guru memberikan bantuan dan bimbingan saat siswa kesulitan. Melakukan Penyelidikan atau Penelusuran untuk Menjawab Permasalahan - Siswa melakukan peer review, bertukar tulisan dan memberikan masukan kepada teman mereka. - Beberapa siswa dipilih untuk mempresentasikan hasil tulisan mereka di depan kelas. - Guru memberikan umpan balik kepada setiap siswa dan memberikan saran untuk memperbaiki kualitas tulisan mereka.	70 Menit
Kegiatan Penutup	- Guru bersama peserta didik membuat simpulan dari pembelajaran hari ini, terutama tentang penulisan teks deskriptif secara mandiri. - Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini, misalnya: "Bagaimana kamu merasa setelah menulis teks deskriptif sendiri?" - Guru memberikan tindak lanjut dan memberi arahan untuk latihan menulis teks deskriptif lebih lanjut di rumah.	10 Menit

F. MATERI PEMBELAJARAN

Materi Teks Deskripsi
1. Pengertian Teks Deskripsi Teks deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu. Kalimat deskripsi adalah kalimat yang dapat berisi gambaran sifat- sifat benda yang dideskripsikan
2. Struktur Teks Deskripsi Teks deskriptif umumnya terdiri dari dua bagian utama, yaitu: <i>a. Identification (Identifikasi)</i> Bagian ini berfungsi untuk memperkenalkan objek yang akan dideskripsikan, seperti orang, tempat, benda, atau hewan. Tujuan dari identifikasi adalah agar pembaca mengetahui siapa atau apa yang menjadi fokus

deskripsi dalam teks tersebut.

Contoh kalimat:

"This is my cat, Luna."

"The park near my house is very beautiful."

b. Description (Deskripsi)

Bagian ini memberikan rincian atau penjelasan lebih lanjut tentang objek yang telah diperkenalkan sebelumnya. Deskripsi dapat mencakup beberapa aspek berikut:

Penampilan fisik: warna, bentuk, ukuran, dll.

Sifat atau karakter: kepribadian (untuk orang atau hewan).

Fungsi atau kegunaan: terutama untuk benda atau tempat.

Ciri khas atau keunikan: hal-hal yang membedakan objek dari yang lain.

Contoh kalimat:

"Luna has soft white fur and bright blue eyes."

"The park is spacious with green grass, colorful flowers, and a playground for children."

3. Jenis Jenis Teks Deskripsi

a. Deskripsi Orang

Fisik: Menggambarkan ciri tubuh seseorang secara objektif.

Lingkungan Sekitar: Aktivitas, pekerjaan, tempat tinggal, dll.

Watak/Tingkah Laku: Karakter yang tampak dari perbuatan.

Gagasan/Perasaan: Terlihat dari ekspresi wajah, pandangan, gerak tubuh.

Contoh : My close friend

Today I met with my close friend, she was wearing a purple shirt, she has white skin, she is slim with 165 heights, she has a long hair and curly, she has thin lips, her eyebrows are thick, and Her nose is pointed. She has black round eyes. She is smart and diligent. She is kind and warm, that is why she has a lot of friends.

b. Deskripsi Tempat

Menggambarkan suasana, kondisi, dan hal-hal yang ada di tempat tersebut.

Contoh: The Beach

The beach is a good place to visit when it's sunny. The sand is soft and white. The water is clear and blue. The waves are small, so it's easy to swim. People come to swim, play in the sand, or watch the sunset. There are tall trees that give shade.

c. Deskripsi Benda

Menggambarkan bentuk, ukuran, warna, dan fungsi dari suatu benda.

Contoh : My Favorite Pencil Case

I have a blue pencil case. It is made of soft fabric and has a zipper on top. The size is small, but it can hold my pens, pencils, eraser, and ruler. There is a cute cartoon picture on the front. I bring it to school every day because it helps me keep my stationery organized.

G. PENILAIAN TES

	Descriptions	Score
Ideas	• Idea is relevant with the substance of the assignment	10
	• Topic sentence is developed by accurate and adequate details	10
Organization	• Ideas are arranged logically and cohesively	10
	• Ideas are conveyed clearly, smoothly and effectively	10
Grammar	• Using complex and effective sentences	10
Vocabulary style	• Rich with vocabulary	10
	• The selection and the usage of words and idioms are accurate and appropriate with register	10
Punctuation and Spelling/mechanics	• Showing good ability in using punctuation and capital letters accurately	10
	• Inconsiderable spelling mistakes	10
		10
Total		100

Sumber: Imam Suwardi Wibowo (2017)

$$Total\ Skor\ Siswa = \frac{Nilai\ Siswa}{Maximum\ Score} \times 100$$

APPENDIX 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII
Alokasi Waktu	: 3 x 90 menit (3 pertemuan)
Nama Penyusun	: Novita Riski Amalia S. Pd

A. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Capaian Pembelajaran Fase D per Elemen Berbahasa		
Menyimak Berbicara	–	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca Memirsa	–	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis Mempresentasikan	–	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

B. TUJUAN PEMBELAJARAN

3. Menyusun teks recount secara kolaboratif berdasarkan topik yang ditentukan.
4. Menggunakan fitur StoryJumper untuk membuat buku digital.
5. Menampilkan dan mempresentasikan hasil karya kelompok dengan percaya diri

C. MODEL DAN METODE PEMBELAJARAN

Model: Blended Learning (kombinasi tatap muka dan digital)

Metode: Diskusi Kelompok dan Presentasi

D. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

Media : Platform BookCreator dan Story Jumper

Alat/Bahan : Laptop/Tablet/Smartphone, proyektor, speaker portable, koneksi internet

Sumber Belajar : Youtube Video and video digital Story Jumper

- Video YouTube :

https://youtu.be/X0Bcrgtu3hk?si=th8_G1yz0tFXERFF

<https://youtu.be/WJByl21y9qY?si=kAiDX6Bud2VBFBe->

- Story Jumper :

<https://shorturl.at/wBpoX>

E. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN KE-1 (90 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Melakukan Pembukaan - Guru membuka pelajaran dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. Mengaitkan Materi dengan Pengalaman Peserta Didik - Menanyakan pengalaman siswa tentang kejadian menarik yang pernah dialami. Menyampaikan Tujuan Pembelajaran - Guru menjelaskan tujuan pembelajaran hari ini, yaitu memahami struktur teks recount dan mengenal penggunaan Story Jumper dalam pembuatan teks recount.	10 Menit
Kegiatan Inti	Mengorientasikan Peserta Didik pada Masalah - Guru menunjukkan video youtube tentang tutorial story jumper kemudian video tentang teks recount - Guru memberikan kesempatan untuk siswa untuk menulis materi teks recount di buku masing masing Mengorganisasikan Kerja Siswa - Guru membagi siswa menjadi 4 kelompok. - Setiap kelompok mendapat topik berbeda untuk menulis teks recount. - Siswa mendiskusikan dan menyusun draf teks recount di buku masing-masing. - Guru membimbing saat siswa berdiskusi. Melakukan Penyelidikan atau Penelusuran untuk Menjawab Permasalahan - Guru meminta setiap kelompok naik ke atas untuk menulis tugas mereka di story jumper yang telah	70 Menit

	disediakan oleh guru - Guru memantau sekaligus membantu siswa untuk menulis tugas mereka disana dan meminta kelompok lain untuk memerhatikan - Setiap kelompok naik di atas untuk menulis tugas mereka di story jumper - Guru meminta tiap kelompok menyampaikan isi cerita mereka dengan membaca tugas mereka tersebut	
Kegiatan Penutup	- Guru dan siswa menyimpulkan materi. - Guru mengajak siswa menyampaikan kesulitan atau hal yang menarik dari materi hari ini.	10 Menit

PERTEMUAN KE-2 (90 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Melakukan Pembukaan - Guru membuka pelajaran dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. Mengaitkan Materi dengan Pengalaman Peserta Didik - Menanyakan pengalaman siswa tentang pengalaman yang menarik bersama keluarga Menyampaikan Tujuan Pembelajaran Guru menjelaskan tujuan pembelajaran hari ini, yaitu memahami struktur teks recount dan mengenal penggunaan Story Jumper dalam pembuatan teks recount.	10 Menit
Kegiatan Inti	Mengorientasikan Peserta Didik pada Masalah - Guru menunjukkan video youtube tentang teks recount - Guru meminta siswa untuk memperhatikan aspek aspek penulisan pada video youtube tersebut Mengorganisasikan Kerja Siswa - Guru membagi siswa menjadi 4 kelompok. - Guru menunjukkan gambar melalui platform storyjumper lalu setiap kelompok mendapat topik berbeda untuk menulis teks recount. - Siswa mendiskusikan dan menyusun draf teks recount di buku masing-masing. - Guru membimbing saat siswa berdiskusi. Melakukan Penyelidikan atau Penelusuran untuk Menjawab Permasalahan - Guru meminta setiap kelompok naik ke atas untuk menulis tugas mereka di story jumper yang telah disediakan oleh guru - Guru memantau sekaligus membantu siswa untuk menulis tugas mereka disana dan meminta kelompok lain untuk memerhatikan - Setiap kelompok naik di atas untuk menulis tugas mereka di story jumper - Guru meminta tiap kelompok menyampaikan isi cerita mereka dengan membaca tugas mereka tersebut	70 Menit
Kegiatan Penutup	- Guru dan siswa menyimpulkan materi. - Guru mengajak siswa menyampaikan kesulitan atau hal	10 Menit

	yang menarik dari materi hari ini.	
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PERTEMUAN KE-3 (90 MENIT)		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Melakukan Pembukaan - Guru membuka pelajaran dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. Mengaitkan Materi dengan Pengalaman Peserta Didik - Menanyakan siswa mengenai materi teks recount dan perbedaannya dengan teks lainnya Menyampaikan Tujuan Pembelajaran Guru menjelaskan tujuan pembelajaran hari ini, yaitu memahami struktur teks recount dan mengenal penggunaan Story Jumper dalam pembuatan teks recount.	10 Menit
Kegiatan Inti	Mengorientasikan Peserta Didik pada Masalah - Guru menunjukkan video youtube tentang teks recount kembali dengan tema yang berbeda - Guru meminta siswa untuk memperhatikan aspek aspek penulisan pada video youtube tersebut Mengorganisasikan Kerja Siswa - Guru membagi siswa menjadi 4 kelompok. - Guru meminta siswa untuk menulis pengalaman mereka yang tidak bisa dilupakan. - Siswa mendiskusikan dan menyusun draf teks recount di buku masing-masing. - Guru membimbing saat siswa berdiskusi. Melakukan Penyelidikan atau Penelusuran untuk Menjawab Permasalahan - Guru meminta setiap kelompok naik ke atas untuk menulis tugas mereka di story jumper yang telah disediakan oleh guru - Guru memantau sekaligus membantu siswa untuk menulis tugas mereka disana dan meminta kelompok lain untuk memperhatikan - Setiap kelompok naik di atas untuk menulis tugas mereka di story jumper - Guru meminta tiap kelompok menyampaikan isi cerita mereka dengan membaca tugas mereka tersebut	70 Menit
Kegiatan Penutup	- Guru dan siswa menyimpulkan materi. - Guru mengajak siswa menyampaikan kesulitan atau hal yang menarik dari materi hari ini.	10 Menit

F. MATERI PEMBELAJARAN

Materi Teks Recount
1. Pengertian Teks Recount Teks recount adalah teks yang menceritakan kembali pengalaman atau kejadian di masa lalu dengan tujuan menghibur atau memberi informasi kepada pembaca. 2. Struktur Teks Recount • Orientation (Pengenalan) → Memberikan informasi tentang siapa, kapan, di mana, dan apa yang terjadi. • Events (Peristiwa/kejadian) → Menceritakan urutan kejadian secara kronologis. • Re-orientation (Kesimpulan/Penutup) → Kesimpulan atau perasaan penulis setelah kejadian itu. Teks recount biasanya menggunakan past tense karena menceritakan kejadian yang sudah terjadi. 3. Jenis jenis teks recount Personal Recount : Menceritakan pengalaman pribadi. <i>Contoh:</i> Liburan ke pantai, ulang tahun, pengalaman pertama. Factual Recount : Menceritakan kejadian nyata atau sejarah. <i>Contoh:</i> Peristiwa bencana alam, biografi tokoh. Imaginative Recount : Menceritakan pengalaman berdasarkan imajinasi. <i>Contoh:</i> Bermimpi menjadi superhero, petualangan di dunia fantasi. 4. Contoh teks recount 1. Judul: My Vacation to the Beach Orientation: Last holiday, I went to the beach with my family. It was a sunny day, and we were very excited. Events: First, we played in the water and built sandcastles. Then, we collected beautiful shells. After that, we ate delicious seafood at a small restaurant. Re-orientation: It was a fun day. I felt very happy and wanted to visit the beach again. 2. My Holiday at the Beach Orientation: Last Sunday, I went to the beach with my family. We left home early in the morning and arrived at 8 a.m. The weather was sunny and warm. Events: At the beach, I played in the sand and made a big sandcastle. My brother and I also swam in the sea. The water was cool and clear. After that, we ate lunch under a big umbrella.

Re-orientation:

In the afternoon, we took some photos and enjoyed the sea breeze. We went home at 4 p.m. It was a fun and relaxing day.

G. PENILAIAN TES

	Descriptions	Score
Ideas	- Idea is relevant with the substance of the assignment - Topic sentence is developed by accurate and adequate details	10 10
Organization	- Ideas are arranged logically and cohesively - Ideas are conveyed clearly, smoothly and effectively	10 10
Grammar	Using complex and effective sentences	10
Vocabulary style	- Rich with vocabulary - The selection and the usage of words and idioms are accurate and appropriate with register	10 10
Punctuation and Spelling/mechanics	- Showing good ability in using punctuation and capital letters accurately - Inconsiderable spelling mistakes	10 10 10
Total		100

Sumber : Imam Suwardi Wibowo (2017)

$$Total\ Skor\ Siswa = \frac{Nilai\ Siswa}{Maximum\ Score} \times 100$$

APPENDIX 15



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-528 /In.39/PPS.05/PP.00.9/04/2025
Lampiran : -
Perihal : Permohonan Izin Penelitian

14 April 2025

Yth. Bapak Kepala Kantor Kementerian Agama Kabupaten Bone

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : NOVITA RISKI AMALIA
NIM : 2320203879102002
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **The Use of Interactive Multimedia to Improve Writing Skills of Eight-Grade Students at MTs Biccioing Bone Regency.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan April s/d Juni Tahun 2025

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

Dr. H. Islamul Haq, Lc., M.A.
NIP.198403 201503 1 004

APPENDIX 16



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. BONE**

Jalan Jenderal Ahmad Yani Nomor 5 Watampone
Telepon (0481) 21346; Faksimili (0481) 21347
Email: kemeraa.bone@yahoo.com

REKOMENDASI

Nomor : B- 1050 /KK.21.03/2/PP.00/04/2025

Menindak Lanjuti Surat dari Institut Agama Islam Negeri (IAIN) Parepare
Nomor : 328/In.39/PPS.05/PP.00.9/04/2025 Tanggal 14 April 2025, Tentang
“*Permohonan Izin Penelitian*” maka Kepala Kantor Kementerian Agama Kabupaten
Bone memberikan Rekomendasi Kepada:

Nama : **NOVITA RISKI AMALIA**
NIM : 2320203879102002
Program Studi : Tadris Bahasa Inggris (TBI)
Judul : **“THE USE OF INTERACTIVE MULTIMEDIA TO
IMPROVE WRITING SKILLS OF EIGHT-GRADE
STUDENTS AT MTS BICCOING BONE REGENCY”**
Waktu Penelitian : April s.d Juni 2025
Tempat Penelitian : **MTs Biccoing**

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Bone, 15 April 2025

Kepala Kantor,



H. Abdul Rafik



Dokumen ini telah ditanda tangani secara elektronik.

Token : MIWZM6

APPENDIX 17





**YAYASAN NURHIDAYAT
MADRASAH TSANAWIYAH BICCOING
KEC. TONRA KAB. BONE**

Alamat : Jln. Paras Bone-Sinjai Desa Muara Kec.Tonra Kab. Bone

**SURAT KETERANGAN
NOMOR : 21.03.56.09/24/MTs-BC/V/2025**

Yang bertanda tangan di bawah ini, Kepala MTS Biccoing menerangkan bahwa :

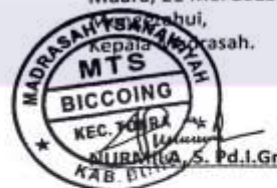
NAMA : NOVITA RISKI AMALIA S.Pd
NIM : 2320203879102002
Program Studi : Tadris Bahasa Inggris
Lembaga : Institut Agama Islam Negeri (IAIN) Parepare
Alamat : Jl. Bau Massepe No. 34 Kota Parepare

Benar Telah Melakukan Penelitian Di MTS Biccoing Pada Bulan April S.D Mei 2025 Dalam
Rangka Penyusunan Tesis Yang Berjudul :

**"THE USE OF INTERACTIVE MULTIMEDIA TO IMPROVE WRITING SKILLS OF
EIGHT GRADE STUDENTS AT MTS BICCOING BONE REGENCY"**

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Muara, 21 Mei 2025



APPENDIX 18



ELTIN JOURNAL : JOURNAL OF ENGLISH LANGUAGE TEACHING IN INDONESIA



LETTER OF ACCEPTANCE

Dear Authors: Novita Riski Amalia, Mujahidah, Zulfah, H. Ambo Dalle, Magdahaleha Tjalla

We are pleased to inform you that your manuscript submission to the ELTIN website has undergone a blind-review process. As a result, we are delighted to announce that your manuscript, titled **"Enhancing Students' Writing Performance through Interactive Multimedia in the EFL Classroom"**, has been accepted for publication in the **ELTIN Journal, Vol. 13(2), 2025** published at the end of October 2025.

All articles published in ELTIN are openly accessible online. We appreciate your valuable contribution to the journal and look forward to your future submissions.

Further details regarding the publication process will be provided in a follow-up email.

Regards,



Yanuarti Apsari, M.Pd
ELTIN Editor in Chief

APPENDIX 19



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id



SURAT KETERANGAN

Nomor: B-73/In.39/UPB.10/PP.00.9/07/2025

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Novita Riski Amalia
Nim : 2120203879102009
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Arab pada tanggal 03 Juli 2025 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Parepare, 02 Juli 2025

Kepala,

Hj. Nurhamdah

CURRICULUM VITAE

PERSONAL DATA :



Name	: Novita Riski Amalia
Place & Date of Birth	: Jakarta, 17 November 1997
Reg. Number	: 2320203879102002
Address	: Salomekko, Kab Bone
Phone Number	: +62 831-5229-5878
E-Mail Address	: Novitariskiamalia17@gmail.com

FORMAL EDUCATIONAL HISTORY :

1. SDN 254 Tebba (2010)
2. SMP Negeri 1 Salomekko (2013)
3. SMA Negeri 1 Tonra (2016)
4. Universitas Muhammadiyah Parepare FKIP Bahasa Inggris (2020)

INFORMAL EDUCATION & SCIENTIEC ACTIVITIES HISTORY :

1. International Conference Seminar for Researchers in Education, Social Sciences, and Technology (2018)
2. SEA-Teacher Student Exchange Program in the Philippines (2019)
3. International Turkey Winter Short Course (2021)
4. Webinar on Qualitative and Mixed Methods Research (2024)
5. Participant of the Academic Training on Research, Dissemination, and Scientific Ideas for Postgraduate Students (2025)

EMPLOYMENT HISTORY :

1. Private teacher.

ORGANIZATIONAL HISTORY :

1. Junior Scout on SMAN 10 Bone (2014-2016)
2. Secretary of the Education Division, EESA (English Education Student Association), Faculty of Teacher Training and Education, UMPAR (2017–2018)

PUBLISHED SCIENTIFIC PAPERS:

1. The Effect of Teaching Writing through WAG (Whatsapp Group) in Online Classroom (2020)

