Interactive Learning Media: Multimodal Digital Text as a Reading Strategy to Boost Motivation in Reading Classroom

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ABSTRACT

A teacher as a facilitator in the classroom should be creative and innovative in providing a media, as one of strategies, to facilitate students' need in learning process. The purpose of this research was to develop an interactive learning media as a multimodal digital text in learning descriptive text. This research followed the ADDIE model by Branch (2009) for its developmental process. The participants of this research were 39 tenth grade senior high school students of a public school in Pekanbaru with their low motivation in reading. This research found that the media was valid and practical due to an obtained average score from the experts and small group evaluation were 4.02 and 3.29. Moreover, it also gave a potential effect on students' motivation in the field test implementation. The students displayed enthusiasm and enjoyment in learning English from the mean score obtained (3.29) which interpreted as highly motivated.

Keywords:
Interactive learning media, reading strategy, motivation.

INTRODUCTION

One of the biggest problems that students had in reading class was the low of motivation in the classroom. It revealed from the classroom interaction. Students seemed to be passive and showed boredom. They also had lack of engagement in the learning process. These problems could arise due to some reasons, such as a lack of vocabulary and lack of motivation in learning English. The second reason should be a big concern for the teachers since motivation can influence students' academic achievement (Bakar et al. (2022) and Mastur et al. (2021)).

It was shown by Al-Hashmi (2021) that there are two factors that can impact to students' motivation; they encompass academic elements (such as teachers and absence of group work) and non-academic elements (internet connectivity and family obligations). From the academic, it can be seen that the teacher plays the important part. Hence, the teachers should think the right strategy and plan to create a fun and interactive atmosphere in their classroom, especially in their reading class.

Reading is one of the receptive skills that learners must acquire when studying a language. It is not an easy task to master because there is a schema theory that the reader should know. The reader brings information, knowledge, emotion, experience, and cultural background to the written word (Brown & Lee, 2015). According to the study from Muhassin et al., (2021), learners face difficulty to comprehend EFL reading text. Furthermore, many students are still struggling in reading comprehension as Indonesians are more inclined to teach and learn English as a foreign language (cited from Muhassin et al., (2021)). Thus, there should be fun and interactive strategies and learning instruction applied by the teachers in their reading classroom. The implemented strategy should facilitate diverse students' learning strategy to make the learning process run well and engage students' attention. It is the using of multimodal in their reading classroom.

Multimodality has emerged as a prevalent subject in research within communication and language education (Peng, 2019). Multimode is the combination of two or more of modes to create meaning. Examples of modes include writing, gesture, posture, gaze, font choice and color, images, video, and the interplay among them (Kress, 2010). When the teachers in their classroom integrate multimodality into the teaching instruction and plan, it becomes a part of the teacher's pedagogy, and both teachers and students are increasingly expected to adopt digital and multimodal activities (Sakulprasertsri, 2020).

Allowing the creation of multimodal texts in educational environments can enhance students' life experiences, leading to the acknowledgement of texts valued by students within the school context (Dahlström & Damber, 2020). Moreover, Calafato and Gudim, (2021) research on employing comics as a multimodal tool in the Russian as a Foreign Language classroom had a positive impact in students' readiness to communicate and participate actively in class. It means that by having multimodal text in the classroom is a good idea for the teacher to support students' engagement in the classroom.

Formal meaning-making and text-making are still controlled by written language texts at school, whereas informal meaning-making, typically outside of school, encourages young people to engage with multimodal multi-media texts to make meaning (Kress, 2010). Moreover, stated by Mayer (2003), children study more thoroughly from a composite of words and pictures rather than from just words; this is commonly known as the multimedia impact. Seeing this statement, the educators should recognize learning material they have in the class, whether it had been in the multimodal tone or only single mode. They need to change, then to make the students can have attractive media in their class later on.

As we know, today's students are born in high-technology era, where they have been raised with the accessibility to a various technology and have spent many hours with devices such as computer or laptop, digital music players, video games, and cell phones. Their hands are used to press the button and see the moving and colorful images from their high-tech devices. They cannot be separated from the technology that they are used to having now. Related to this issue, many studies have suggested and stated that teaching and learning instructions students nowadays are so different with the old one, the students should be provided and facilitated with learning strategy which including technology as well (Kanellopoulou & Giannakoulopoulos (2021) and Hadijah et al. (2020)). Therefore, teachers should provide teaching media elaborated with digital.

Mixing technology and connection making as learning activities becomes one alternative strategy to do nowadays, shifting learning theories into a digital age. It is believed suit to the teaching and learning activity nowadays. One of the medias that can be integrated with the technology and conveys multimode is interactive learning media since it mixes text, graphics, video, animation, and sound to convey a message and information (Akbarini et al., (2018)).

This study aimed to produce an interactive learning media as a possible strategy in reading classroom. The outcome of this investigation is expected to be useful for the teachers to design an effective teaching aid in their reading class, which is interactive learning media. Thus, the following research questions were formulated:
1. How valid is the interactive learning media?
2. Can interactive learning media boost students' motivation in learning reading?

There were some previous researches which had been held regarding to the development of interactive learning media, and they showed positive impacts of it in reading classroom to the students' reading competency and motivation as well (Elviana et al., (2020); Oktarina et al., (2022); Erni, (2023)). Seeing the effectiveness of the interactive learning media in reading classroom from previous studies, this research also developed an interactive learning media for teaching reading. It aimed to nourish students' motivation in reading. However, this study was not alike with previous one because the developed media contained with created videos of how to read the text. Furthermore, it contained local culture from Riau, since there is still no interactive learning media created regarding to this topic.

METHOD

This study constituted a research and development investigation which employed ADDIE (Analysis, Design, Development, Implementation and Evaluation) design (Branch, 2009). There were 39 junior high school students at one public school in Pekanbaru for academic year 2023/2024 taken as the participants in this study. They were taken as the participant since they studied Descriptive Text based on the curriculum which was Kurikulum Merdeka.

The researchers used questionnaire and interview to gather the data for this research. There were four kinds of questionnaire given using Likert scale, first was students' need analysis, second

was validation sheet for the experts, third was the feedback of small group evaluation, and fourth was the motivation questionnaire to see the result of the implementation of the media in the field test. The interview was held as well after implementing the interactive learning media to collect students' feedback toward the implementation of the media.

To see the validation from the experts, the rubric from Suharto (2006) was used. The score should reach minimum score which was 3.40 for the media to be said good and was valid to be implemented in the class. To get the feedback from small group evaluation, a questionnaire adapted from Sari and Inderawati (2021) was used. Meanwhile, to find the impact of the media to the students' motivation, the questionnaire adapted from Sastradika et al., (2021) was used. There were 12 questions to be answered by the students. To interpret the category of the data, categories from Ika Dhamayanti (2021) was used, presented in the following table:

Table 1. Categories and Mean Score of Data in Questionnaire

Categories	Score
Poor	(1 – 1,75)
Fair	(1,76 – 2,5)
Good	(2,6 – 3,25)
Very Good	(3,26 – 4,00)

Based on the result of the categories obtained, it was interpreted using the following interpretation:

Table 2. *Interpretation of Mean for Motivation*

Mean Score	Interpretation of Mean
1.00 – 2.00	Low
2.01 – 3.00	Moderate
3.01 – 4.00	High

FINDINGS AND DISCUSSION

Students' Need Analysis

At this phase, there was a questionnaire distributed to 39 students consisted of 21 questions. There were 5 aspects of 22 questions adapted from Purwanti et al., (2023), Lempas et al., (2021), Sari & Inderawati (2021) and Wao (2016). They were about present situation analysis, learning needs, multimedia needs, strategy analysis, and learning media preferences. The results were: (1) students' English proficiency was at the beginner level, (2) teacher seldom or never used interactive learning media in teaching English, (3) students needed media which integrated with technology, (4) students needed the media that could be possible to access anytime and anywhere, and (5) students chose the media equipped with video, pictures and sound. From the findings of students' need analysis, there was a necessity to develop an interactive learning media which suited to the learning strategy for the students.

After analyzing students' needs, the next step was analyzing the syllabus for grade 10. The material taken was Descriptive Text. Then, the researcher defined the learning objectives that students should obtain based on reading skills. Based on the learning objectives, then series of activities were arranged.

Design Phase

The main flowchart was designed as major guideline in building the media, then put the plan into lesson plan (module) containing the developed course consisted of five points which were learning achievement (CP), learning objectives, topic, content and activities. There were some materials (such as reading texts and video), images and sounds collecting as well for the media necessity.

Development Phase

At this phase, the writers started to create the media. There were three applications needed, they were Microsoft Power Point, iSpring suite 11, and Web 2 Apk Builder Pro. All the materials were transformed into the media developing. The researchers also created the videos to show how to read the text well. There were two main parts of the media, they were welcoming page and

menu. Since the topic taken was the local content from Riau, then there was background audio of Malay song in the welcoming page. At menu options, there were 5 parts: user's guide, learning objective, meeting 1, meeting 2, references, and developer profile. After finishing creating the media in the power point template, then it was generated into Apk using Web 2 Apk Builder Pro. The final outcome of this product was in the form of application. It could be accessed with Android phone after it was downloaded.

Implementation Phase

Expert Validation

There were two experts involved in validating the developed product. The 5 Likert scale questionnaire was used by the experts to validate the media. There were 20 questions for content expert adapted from Erni (2023) and Suwastini et al. (2022), and there were 20 questions as well for media expert adapted and modified from Suwastini et al. (2022) used. The outcome provided by the experts provided in the following table:

Table 3. *Result of Expert Validation*

No.	Expert	Average Score	Category
1.	Content	3.55	Good
2.	Media	4.5	Very Good
	Average Score	4.02	Good

Table 3 above shows that the total average of the product from the experts is 4.02, which falls into good category. The content aspect fell into good category while the media aspect fell into very good category. In can be inferred that the interactive learning media for teaching descriptive text was valid with category good validity and could be implemented in the classroom. The experts gave some comments as well for the revision of the product, then the researchers improved the product based on those comments before it was tried out in small group evaluation.

The media consisted of two parts, introductory page and menu page. As the introductory page opened, the students should click START button to proceed to the menu page so they could access the media. The introductory page and menu of the developed media are presented below:
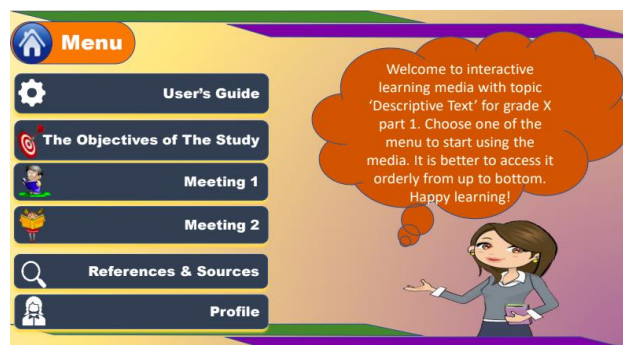

Figure 1. Welcoming Page

Figure 2. Menu Page

Small Group Evaluation

After getting the experts' validation, the media then tried out to small group evaluation to find out the applicability of the media for the students. The product was tested on 14 students at one private school in Pekanbaru. There was a 4 Likert scale questionnaire consisted of 15 questions provided to see students' feedback toward the developed media. From the result of the questionnaire, the media obtained score was 3.29 which belonged to very good category. The use of collecting feedback of the students was to have some comments toward the media, for example: (1) the effectiveness of the media, (2) the media quality, and (3) the evaluation. The students found out that the media was easy to use and attractive. The result from small group evaluation showed that the media was valid to be implemented in field test.

Field Test

After trial in small group evaluation, the media then implemented in field test. Field test was held at a public school in Pekanbaru with 39 students as the participants. The interactive learning media was employed in their reading classroom. There were three meetings of the media implementation. After the implementation, there was a questionnaire consisting of 12 questions related to motivation aspects answered by the students. The obtained score of the students' motivation was 3.29 which fell into High category. It can be said that the students were motivated to learn English due to the employment of the interactive learning media in the classroom. Students' responses to the questionnaire depicted in table 4 below:

Table 4. Result of Students' Motivation toward the Implementation of Interactive Learning Media

No.	Aspect	Mean	Interpretation
1	Active Learning	3.27	High
2	English Learning	3.29	High
3	Performance and Achievement	3.30	High
	Total Average	3.29	High

Besides distributing questionnaire to the students, the researchers interviewed some students to get their feedback on the media. There were some positive comments that students gave toward the interactive learning media. They said that the media was attractive and gave them new experiences in learning English:

Learner 4   *It is fun because I have never had this kind of media in learning English*
Learner 8   *I enjoy learning English because it provides pictures and audio*
Learner 11   *I am happy. It makes me like to learn English*

The students also pointed out the material that the media conveyed. They stated that it was helpful and detailed, followings are the comments that the students gave toward the media:

Learner 2   *The sentences are easy to understand*
Learner 5   *The material is detailed so it is easy to understand*
Learner 9   *The questions in the evaluation could be answered*
Learner 12   *It is helpful because it provides explanation*

CONCLUSION

This research produced an interactive learning media. It was a Development Research that employed five phases, they were: analysis, design, development, implementation and evaluation (Branch, 2009). Based on the results, it can be depicted that (1) the media was valid and practical to be implemented in grade 10 to learn reading, (2) the students were motivated to learn English due to the employment of the media in the classroom.

Based on the findings, there were some suggestions offered in this research based on the findings in the field test. First, the teacher should be encouraged to create and employ learning media that could attract students' attention and motivation in learning English, for example interactive learning media that can be equipped with audio, video, and pictures. Second, the students should be able to study independently without under supervision from the teacher all the time, so they should have motivation to learn by themselves.

By recognizing the benefits that interactive learning media can offer to reading motivation, the researchers highly recommend multimodal to be used in reading text and teaching media in Indonesia, and if it is possible, elaborating it with technology. However, since some limitations may appear during the using of multimodal text, we need to consider several things. First, before implementing this kind strategy, learning strategies of the students should be conducted, it is held to see students' learning strategy. Second, the competency of the teachers in technology needs to be considered. Third, the knowledge of the teachers in elaborating multimodal with technology should be identified. If these suggestions are held and done carefully, then learners' reading motivation will be getting improved as well as the reading comprehension.

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