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EFFORTS TO IMPROVE INTEREST AND OUTCOMES IN LEARNING ENGLISH THROUGH THE USE OF INTERACTIVE MULTIMEDIA AT MA ATTANWIR BOJONEGORO

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ABSTRAK

This study aims to improve reading interest and English learning outcomes through the use of interactive multimedia in class X MA Attanwir Bojonegoro in the 2024/2025 academic year. This research activity was carried out in two cycles. In Cycle I, students were only given Interactive Smart TV media, while in Cycle II, additional media in the form of songs and videos were given. The achievements of this study include an increase in the percentage of student learning interest, from 65% in the Pre-Cycle, to 76.7% at the end of Cycle I, and to 86.7% at the end of Cycle II. Classical learning completion also increased, from 73% in the Pre-Cycle to 80.8% at the end of Cycle I, and to 88.5% at the end of Cycle II. Another increase occurred in student and teacher activity. The percentage of student activity increased from 72% in the Pre-Cycle, to 82% in Cycle I, and to 86% at the end of Cycle II. Meanwhile, teacher activity increased from 76% in the Pre-Cycle, to 78% in Cycle I, and to 85% at the end of Cycle II. This increase is certainly due to improvements during the learning process by teachers and collaborators during the two Cycles. Based on the Classroom Action Research that has been conducted at MA Attanwir Bojonegoro, it can be concluded that the use of Interactive Multimedia appropriately can increase the interest and learning outcomes of class X students in English lessons.

***Kata Kunci** : interest in learning, learning outcomes, English, interactive multimedia.*

ABSTRACT

The presence of technology has brought many changes to the world of education, one of which is making learning no longer centered on educators (teacher-centered), but more focused on students who learn (student-centered) (Lestari, 2019). The development of science and technology (IPTEK) has made society aware of the importance of mastering English. How could it not be, this language has dominated all aspects of life, a small example of which is in products such as food, medicine, electronics and other imported products using English on every packaging. Even in the world of work, most have required mastery of one foreign language, especially English, for prospective job applicants. Currently, English has been considered one of the most important languages for the purpose of accessing information, developing IPTEK, and establishing communication with the global community (Indriani & Wirza, 2019, Merliana, 2019, Suhardiana, 2019).

Seeing the importance of English language proficiency, schools play an important role as a place to equip, train and accustom students to speak English. English subjects are directed to develop listening, speaking, reading, and writing skills so that after graduating from school students are able to communicate and discourse in English at a certain literacy level. At the high school/vocational high school level, students are expected to reach an informational level because they are prepared to continue their education to higher education (Damayanti, 2019, Pamungkas, 2019, Lindawati & Sengkey, 2018).

In relation to student learning outcomes, English is something that needs to be discussed further in the future. Why is that? Because student learning outcomes at MA Attanwir Bojonegoro are relatively low when compared to learning outcomes in other subjects. The average final exam score for English is still below the KKM, which is ≥75.

The problem of low learning outcomes and student interest in learning is indeed not an easy problem. Many factors influence it, both from the characteristics of students, the characteristics and constraints of the field of study, and the methods and implementation of learning. The different characteristics of students require educators to

be good at choosing media and teaching materials that can be accepted by all students with their respective learning styles. The characteristics and constraints of the field of study also need to be considered carefully (Nabillah & Abadi, 2020, Aisyah, et al., 2018, Hapnita, 2018).

The characteristics of English are verbal, so the constraints lie in the difficulty of designing or packaging English materials to be less verbal. Meanwhile, the learning method factor is closely related to the strategy of organizing materials, message delivery strategies and learning management strategies. The implementation of learning that does not pay attention to the characteristics of students and the characteristics of the field of study (English) will certainly cause learning outcomes to be less effective, less efficient and less interesting (Sudantari, et al., 2019, Oktavianti & Prayogi, 2018).

The problem of not achieving the KKM for English is closely related to students' interest in learning the subject. English subject teachers said that students were less enthusiastic in participating in English learning, tended to be passive because they only received explanations from the teacher. In addition, in doing the assignments given by the teacher, they did the assignments carelessly, were not on time in submitting them, and some did not do them at all. English is known as one of the subjects that is less popular. Lack of vocabulary mastery and the rare practice of speaking English are some of the causes of the emergence of scary specters for students. Vocabulary mastery is the most basic thing in learning a language or communicating. So, it is impossible to master English well if students do not have vocabulary.

Other possible causes of the problem can also come from the learning methods used, including the use of learning media. In the Pre-Cycle, the role of the teacher is still very dominant, learning is more centered on the teacher (teacher-centered). This causes students to lose the opportunity to build their own knowledge. Learning activities in class are more about receiving material or listening to the teacher's delivery. The limitations of learning media owned by the school do not make teachers creative in making simple media, instead making textbooks the main learning source. This condition ultimately makes most students passive and quickly feel bored when participating in learning in class.

Teachers as messengers sometimes fail to send their messages in the form of verbal (words) or even non-verbal (symbols), so media is needed that can connect information so that it is not too verbal. Choosing the right learning media makes it possible for students to understand the material more quickly. Some contributions of learning media according to Kemp & Dayton (Jannah & Junaidi, 2020, Rahmawati & Suryadi, 2019) are as follows: 1) more standardized message delivery, 2) learning can be more interesting, 3) efficiency of learning time, 4) learning quality can be improved, 5) increasing positive attitudes of students, and increasing teacher professionalism. Based on this opinion, learning media is very important, especially to improve the learning process and outcomes of students.

One of the learning media that can be used to support learning in the classroom is interactive multimedia. One of the advantages of interactive multimedia is that the content of the material is very varied, and in accordance with the learning abilities of students, so that students really like it. The presence of questions or exercises allows students to find out their own level of understanding. The interactivity of multimedia makes students focus on the material presented, the classroom atmosphere becomes conducive so that learning time is more efficient. Diverse digital content in the form of text, images, animations, sound, and videos allows all students with various learning styles to understand the material or learning messages well (Rini & Wiyarno, 2019 Maulana & Aliska, 2018).

Students with different learning styles can be equally affected by multimedia or Smart TV Regarding the magnitude of students' perceptions of multimedia and single media, they are more interested in multimedia than single-media. The use of multimedia is considered more effective in improving vocabulary learning achievement compared to the use of single-media. There is a positive influence for language classes and no influence for non-language classes (Deliar & Nurzaelani, 2019, Eryanti, et al., 2018). Several studies have shown that the use of multimedia is very suitable for language learning in order to optimize all students' senses, so that their interest in learning will increase, followed by increased learning outcomes.

Interest can be interpreted as a persistent tendency to pay attention to several activities. Someone who is interested in an activity will usually pay attention to it consistently. Interest is also a feeling of liking and attraction to something or an activity without any orders from others (Falah & Fatimah, 2019). A similar opinion also defines interest as a persistent tendency to pay attention to and remember several activities. Activities that are of interest to students will be observed continuously accompanied by a sense of pleasure until satisfaction is obtained. There are several indicators of learning interest as explained by Syah (Wati & Muhsin, 2019), including: 1) concentration, 2) feelings of pleasure towards the material, 3) high activity (curiosity), 4) motivation and need to achieve success, and 5) learning and doing assignments voluntarily. The learning interest referred to in this study is the interest of students in learning English subjects, especially conversation material, which is characterized by more attention, a sense of liking and enjoying conversation, having a high sense of curiosity, having achievement motivation, discipline and perseverance in doing assignments.

While learning outcomes are the result of interactions between various factors that influence them both from within (internal factors) and from outside (external factors) of the individual. Learning outcomes can be understood as student achievements from the results of studying something. In general, there are two factors that influence learning outcomes, namely internal factors and external factors (Sobron, et al., 2019). Internal factors include 1) physical factors; such as health and physical disabilities and 2) psychological factors; such as intelligence, attention, interest, talent, motivation, maturity and readiness. External factors include 1) family factors; such as how parents educate, relationships between family members, home atmosphere, family economic situation, parental understanding, cultural background, 2) school factors; such as teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school hours, above-average lesson standards, building conditions, learning methods, and homework, 3) community factors; activities in society, mass media, playmates, and forms of community life. Learning outcomes can be measured using several methods and instruments (Cahyono, 2019, Hapnita, 2018, Sawawa, et al., 2018).

INTRODUCTION

The presence of technology has brought many changes to the world of education, one of which is making learning no longer centered on educators (teacher-centered), but more focused on students who learn (student-centered) (Lestari, 2019). The development of science and technology (IPTEK) has made society aware of the importance of mastering English. How could it not be, this language has dominated all aspects of life, a small example of which is in products such as food, medicine, electronics and other imported products using English on every packaging. Even in the world of work, most have required mastery of one foreign language, especially English, for prospective job applicants. Currently, English has been considered one of the most important languages for the purpose of accessing information, developing IPTEK, and establishing communication with the global community (Indriani & Wirza, 2019, Merliana, 2019, Suhardiana, 2019).

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RESEARCH METHODS

This research is a Classroom Action Research, hereinafter abbreviated as PTK. PTK aims to improve or enhance the quality of the learning process and outcomes. The PTK implementation procedure includes: planning, implementing actions, observing, and reflecting which are always carried out in each cycle.

In this study, the research population was all students in class X MA Attanwir Bojonegoro in the 2024/2025 academic year. While the sample taken was only 1 class that had an average low interest and learning outcomes. The sampling technique used in this study was Purposive Sampling, which is a sample determination technique with certain considerations. In this study, the considerations used were based on the results of the Mid-Semester Exam which showed that the average interest and learning outcomes of students were low.

Based on the selected research approach and model as well as the situation and field conditions that are used as the object of the research, the data collection methods used are tests and non-tests. The test method is used to obtain data on conversation learning achievement. The instrument is in the form of a learning achievement test, both pre-test and post-test. The pre-test is used to determine the initial mastery of conversation material, while the post-test is used to measure the level of understanding after the action is given. This test question sheet is arranged based on the previously arranged question grid. Meanwhile, the non-test method is used to measure the learning interest and activity level of teachers and students. The instruments used include questionnaires, observation sheets, and interview guidelines. The questionnaire is used to determine students' interest in learning English before and after participating in learning using interactive multimedia. The questionnaire used refers to indicators of learning interest. The observation sheet is used to observe, among others, the implementation of the action, student learning activities, and the atmosphere and smoothness of learning. The purpose of this observation is to determine the inconsistency of the implementation of the action. The results of the observation are used as discussion material between researchers and collaborators at the reflection stage and then used as a basis for making

improvements and planning the next cycle. Interview guidelines are used as a reference in conducting interviews with students who have outstanding learning outcomes, this data is used to strengthen data that has been obtained through other data collection methods. This study is said to be successful and can be stopped if the following criteria have been achieved.

RESULTS AND DISCUSSION

In general, the increase in student learning outcomes can be seen based on the average class value which shows an increase in each meeting. During the Pre-Cycle, the level of student learning completion was 76%. At the end of Cycle I, the percentage increased to 83.8 and at the end of Cycle II it increased again to 88.5%.

Students' learning interest was measured through an interest questionnaire given at the end of each learning, Pre-Cycle, Cycle I, and Cycle II. During the Pre-Cycle, students' learning interest was 65%. At the end of Cycle I, the percentage increased to 76.7% and at the end of Cycle II it increased again to 86.7%.

Student activities are recorded through student activity observation sheets, both in Pre-Cycle learning, Cycle I, and in Cycle II learning. During Pre-Cycle learning, the percentage of student activity was 72%. In Cycle I learning, there was a significant increase, namely to 76.7%. While in Cycle II, the activity increased to 86.7%.

Teacher activities are also recorded through teacher activity observation sheets, such as in student activity assessments. Its purpose is to determine the teacher's ability to manage the class. During learning in the Pre-Cycle, the percentage of teacher activity was 76%. In Cycle I learning, it increased to 78%. While in Cycle II it increased again to 85%. A clearer summary of the results of the action can be seen in the following table.

Table 1. Summary of Action Results

No	Criteria	Target %	Precycle %	Cycle I %	Cycle II %
1	Learning completion	≥85	73	80,8	88,5
2	Interest in learning	≥85	65	76,7	86,7
3	Student activities	≥85	72	82,5	86
4	Teacher activities	≥85	76	78	85

Based on the summary of the research results, it is clear that the use of interactive multimedia appropriately can increase students' interest in learning English. The results of this study are in accordance with the results of research conducted by Hatibie (2019) and research by Pendi (2020) that learning innovations using interactive multimedia have a positive influence on students' interest and motivation to participate in learning both in class and outside the classroom. It can be said that learning media or interactive multimedia can arouse students' learning motivation and provide stimulus for students' willingness to learn. In this study, it was observed that students became more focused on learning, the atmosphere was more conducive and relaxed. This condition is expected so that learning runs effectively, efficiently and attractively.

In relation to improving student learning outcomes, improvements in the learning process carried out through actions in Cycle I and Cycle II have caused several aspects to improve, such as interest, learning outcomes, student activities and teacher activities. Based on the summary of the research results, it can be said that interactive multimedia collaborated with other media such as songs and videos is effective in improving English learning outcomes. In accordance with the results of Septian's research (2019) where classes that follow the learning process with the help of interactive multimedia have better learning outcomes with quite significant differences compared to classes with traditional learning or without interactive multimedia. Furthermore, it is explained that interactive multimedia is suitable for development and use for all levels of school, especially for students who have learning problems.

CONCLUSION

The use of interactive multimedia appropriately can improve interest and learning outcomes in English for class X students of MA Attanwir Bojonegoro in the 2024/2025 academic year. The use of interactive multimedia appropriately means that it is adjusted to the conditions and characteristics of the field of study, student characteristics, and learning objectives that have been set. Based on the results of the study, the percentage of student learning interest increased at each meeting. Likewise, the use of interactive multimedia appropriately can improve student learning outcomes in English. Improvement in learning outcomes can be seen through the percentage of learning completion. This increase is certainly due to improvements in the learning process, one of which is the optimization of learning media, in this case interactive multimedia which is collaborated with other media such as songs and videos.

Although the use of interactive multimedia can increase interest and learning outcomes of conversation in class X students of MA Attanwir Bojonegoro in the 2014/2025 academic year, it does not mean that the results of this study can be generalized to other classes or subjects. The basis for selecting learning media is not sophistication, but effectiveness, efficiency and attractiveness to students. Therefore, as a teacher, it is expected to be able to choose the right media appropriately, and vary the use of media so that all students' learning styles can be covered.

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