DEVELOPING LEARNING MEDIA OF RECOUNT TEXTS FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract: This study was aimed to develop interactive multimedia of recount texts in teaching English in one Public Vocational High School in Palembang. In specific, this study was intended to see whether or not the developed interactive multimedia had validity, practicality, and potential effect. The subject of the study was the tenth-graders of Multimedia Study Program of the school. This development research applied Analysis, Design, Development, Implementation, and Evaluation (ADDIE) design. The formative evaluation was done through one to one evaluation, small group evaluation, and field test. The findings showed that the validity mean score of the developed product was 3.71, categorized as very high validity level. The practicality mean score in one-to-one evaluation was 3.69, in small group evaluation was 3.65, and in field test was 81.37, categorized as very high practicality level. The material of the reading test also had potential effect. It pointed out that there were 33 participants (94.28%) out of 35 participants in the test of reading achieved the minimum mastery criterion, which was 71.

Keywords: *development research; interactive multimedia; recount text; VHS*

INTRODUCTION

Reading occupies a large portion of teaching-learning activities (Maspufah, 2019). Dealing with this, reading comprehension is an important thing in lifelong learning. It also has an important role in the learning process that involves an interactive process between the reader and the text. Students need reading comprehension skills at all educational levels and for all school subjects. Reading, a required skill in academic and social life, is a basic language skill (Ozdemir & Akyol, 2019). From the explanation above, it can be learned that reading is important and the students should be good readers and be able to comprehend the reading text that they learn in their learning process.

Meanwhile, the results of some studies in international measure showed the fact that reading performance is an issue in Indonesia education. According to the Organization for Economic Cooperation and Development (OECD, 2015), the mean score of reading literacy in Indonesia was still low. It was 397 for Program for International Student Assessment (PISA) score, while the mean score for the overall participating countries, if compared to, was 493 points in average. The mean score just increased by one point from the previous PISA (OECD, 2013). This mean score in reading performance was one of the lowest among PISA participating countries and economies although the test was in Bahasa Indonesia, let alone in English. Indonesia was ranked 64th out of 69th countries participating in PISA 2015. In 2018 the results of

PISA mean score of Indonesia students was 371. This score was worse than the previous one. In national context, reading test results showed the inferiority of Indonesian secondary school student reading ability. Results of reading tests in various vocational high schools (VHS) are also evidence of Indonesian student low competence in reading. Diem and Mirizon (2018) reported that VHS students in Palembang had very low reading interest and critical thinking.

Those facts indicate that reading skill is one of the skills that students find difficulty to master, especially in understanding the contents of the text. This is in line with the reality in the field that most secondary school students also have problem in reading skills and find it difficult to learn all types of reading texts, one of which is recount text. The difficulties experienced by students include understanding the content of the text and the characteristics of the language contained in the recount text. These difficulties might be due to lack of teachers' creativity and development in the teaching and learning process. It is apparent that in general, teachers depend on the use of textbooks and even did not make use of the rapid technological advances in this industrial revolution 4.0 era in the teaching and learning process. Nasir (2018) argue that Indonesia needs to improve the skills and capacity of its human resources through digital technology.

Besides, the demand of 2013 VHS curriculum was that 21st century teachers need to have functional competence, such as (1) critical and rational thinking skills and applying high-level thinking patterns, (2) creative skills, (3) communication skills, (4) collaborative skills, and (5) skills to utilize technology which is a mandatory task of a teacher who is required to be proficient in using technology in the delivery of learning material in teaching and learning processes such as using computer devices, multimedia, learning software and Internet (Directorate General of Vocational High School Guidance, 2017). Regarding the fifth skill, teachers are required to be proficient in using and utilizing technology in delivering their learning and teaching processes because of the demands of the 21st century learning model. Technology gives an important role in the world of education to facilitate and accelerate the learning process and the importance of using various types of technology. Unfortunately, learning materials used at schools, especially vocational high schools were conventional and were supported by technology.

Moreover, English learning materials that are commonly used in VHS have not accommodated the specific needs of students. In other words, English learning materials are still in general English. As a result, they are not appropriate with the needs of each major available at VHS. Certainly it would likely have an impact on the students' English competence. Students would not be able to master English for specific purposes.

In order that the students' needs in English can be met, VHS should provide English for Specific Purposes (ESP). The gold standard in ESP is to allow students to use English to fulfill their needs in specific fields, such as read a manual, write a dissertation, listen to a lecture, present a sales pitch, and even for academic learning (Sarmento & Bocorny, 2018).

According to 2013 Curriculum, the graduate standard competence in vocational high school could be developed into English for specific purposes. It means that the teacher or school curriculum developer could provide and develop specific content of English for VHS students (Ministry of Education and Culture, 2013).

The revitalization of VHS poses that vocational fields are very diverse and demand adaptation of learning English to accommodate different needs of each of these vocational sectors. So, different learning materials should be provided in order to facilitate the students to achieve good specific English proficiency. It is expected that students have English knowledge and skills related to their jobs and work after they graduate. In this case, there is a need to provide English learning materials that fulfill VHS students' needs. One of the ways in the learning materials provision is through material development.

There are some previous related studies about designing English materials and develop interactive multimedia used for teaching English for VHS. Jayanti (2015) developed reading materials for the tenth grade students of computer engineering and networking program at SMKN 1 Pundong. The target need was that students could learn English to communicate effectively and fluently, pass national examination on English subject, and understand technical terms related to computer engineering and networking. Raharja (2016) found that students

preferred to learn written text related to their multimedia field to support their future career in developing English learning materials for the eleventh graders of multimedia study program at SMKN 2 Sewon. Then, Puspitasari (2011) did a study focusing on developing English learning materials. She found that students the eleventh graders SMKN 1 Sleman preferred learning materials that are able to support them in mastering vocabulary related to multimedia department. Another study by Komang, Nitiasih, and Budasi (2014) was about developing blended learning based reading materials for the tenth grade Multimedia students of SMK Wira Harapan. The result of this study showed that students need specific reading material based on their specific jobs; the design of blended learning, the developed blended learning and in developing and implementation the blended learning based reading material. Leow and Neo's (2014) study aimed to improve the quality of student's learning achievement by developing an interactive learning module as the core component in forming the multimedia-mediate student-centered learning environment. Significant improvement was found in the test results and showed that this learning environment enhanced the student's learning achievement.

Furthermore, Puspita, Sukmantara, and Santihastuti (2016) developed ESP reading materials by using authentic materials for automotive students at SMKN 2 Jember. The result was that ESP Reading materials for automotive students in the form of booklet. Noho (2018) also developed supplementary English reading materials for the tenth grade students of computer networks at SMK Almamater Telaga, Gorontalo. The result showed that students preferred most reading texts that are specific to their field rather than the general one. Other studies dealing with the use of technology in language teaching such as mobile reading (Inderawati, Agusta, & Sitinjak, 2018), e-learning (Sopian, Petrus, & Inderawati, 2019), and interactive multimedia (Eliviana, Inderawati, & Mirizon, 2020) conducted to provide learning materials blended with technology which were specific to VHS students.

Those studies are not identical with this current one. This study developed reading materials specifically for VHS students in the form of interactive media applications that can be used offline. Interactive media-based reading materials were designed and developed with various types of recount text stories in the form of texts, audio, and videos about the bibliography of famous people. In addition, the reading materials are also completed with examples, explanations of recount texts, and evaluations to test students' abilities in recount texts. Considering the importance of teaching the specific reading material for the specific purposes, the writers were interested in developing learning media of recount texts for VHS students.

METHOD

Research design

This study employed mixed-methods approach in development research design. According to Akker (1999), development research aims to design a product for certain purposes through certain procedures, i.e: analysis, design, evaluation, and revision activities which are iterated until a satisfying balance between ideals and realization has been achieved.

In developing the recount text, analysis, design, develop, implement, and evaluate (ADDIE) model of instructional design was applied (McGriff, 2000; Aldoobie, 2015; Cheung, 2016). This study was conducted at one public VHS in Palembang. The population was the tenth grade students consisting of four classes.

They were chosen based on their English proficiency level in one-to-one and small group evaluation. Their English proficiency level, was classified into low, medium, and high proficiency (Dick, Carey & Carey, 2005), which were determined based on students' grade point average. The subject of the study was described in Table 1.

Table 1. *The subject of the study*

No.	Stages of Formative Evaluation	Number of Students	Description of the Students
1.	One-to-one Evaluation	3	1 student for each category, i.e. low medium, and high English proficiency.
2.	Small Group Evaluation	9	3 students for each category, i.e. low medium, and high English proficiency.

3.	Field Test	35	All students in a real class
TOTAL			47 Students

In collecting the data, to determine its validity, practicality, and potential effect of the product, questionnaires, interview, and reading test were used. There were four questionnaires distributed to the subjects: (1) Need analysis questionnaire, adapted from Petrus (2012) and Indriyani (2016), (2) Need analysis multi-media questionnaire (adapted from Wao, 2016), (3) Expert review validation questionnaire, and (4) Students' questionnaire toward the developed interactive multimedia of recount texts (adapted from Tessmer, 1993). Need analysis questionnaire and need analysis multimedia questionnaire were administered to the all students in multimedia major. Expert review validation questionnaire, and students' questionnaire were passed to experts in an expert review in order to know about the validity and also to students in one-to-one evaluation and small group evaluation in order to know practicality, and to get an information of their opinion and comments after reviewing and/or using the developed interactive multimedia of recount texts. An interview was also conducted in one-to-one and small group evaluation. It was aimed to obtain students' comments, critiques, and suggestions after conducting the using of the developed interactive multimedia of recount texts. It was also used as the basis for revision. Reading test was given to the students to know the potential effect of the product. It was constructed based on recount texts developed in this study. The reading text evaluation was used by using reading comprehension test in the form of multiple choice questions, true-false items, and matching items. The reading comprehension test included several aspects, such as main ideas, inference, vocabulary in context, cause and effect, details, and sequence.

RESULTS AND DISCUSSION

There were five stages of development research as follows:

Analysis phase

Instructional analysis

The writers analyzed the materials related to the recount text that was available in the students' textbook entitled 'Forward' for the Vocational High School students Grade X which was issued by the government. Based on the analysis of the textbook, there were eleven recount texts found that most of the texts did not have any title, the content was too general and not related to the students' major. Then, the learning environment in the VHS was in good condition, such as had good electricity, computer laboratory for each major was available, each computer laboratory equipped with one LCD and one whiteboard, student sometimes brought a laptop and used their laptop during the process of teaching and learning. Based on these school conditions, it can be said that the developed interactive multimedia of recount text could be implemented and conducted well during the process of teaching and learning.

Students' need analysis

To find out information about the four classes students' achievement, an interview to the English teacher of the tenth grade students was also conducted. The results of interview showed that: (1) students reading skill was still low; and (2) It was caused by some factors, such as lack of vocabularies, and low of motivation. It can be said that the students reading achievement fell into unsatisfactory level. Then to find out the information about the students' need analysis. There were 21 question items about students' need analysis was distributed to 105 students. The result of students' need analysis was illustrated in Table 2.

Table 2. *Students' need analysis*

No.	**Question/Statement**	**Students' Response**	
		NOS*	**%**
Target Situation Analysis (TSA)			
1.	The importance of learning English		
	a. to pass the national examination	4/105	3.5
	b. to support the carrier in the future	25/105	23.5
	c. to help to continue further study in the Multimedia field	18/105	17.9

	d. to communicate with foreigners	58/105	55.1
	e. others ...	0/105	0.0
2.	The students' expectation towards learning English		
	a. able to communicate fluently using English in oral communicate in the future workforce	64/105	60.4
	b. able to communicate in written communicate in the future workforce	5/105	4.7
	c. mastering the vocabulary related to the Multimedia field	33/105	31.6
	d. using grammar correctly	3/105	2.1
	e. others ...	0/105	0.0
3.	The language use for students' carrier		
	a. to do oral communicate with colleagues or clients	46/105	43.5
	b. to do written communication both in formal or informal contexts	8/105	7.9
	c. to deepen the Multimedia skill by reading the English text	50/105	47.9
	d. others ...	1/105	0.4
4.	The English proficiency level for students' carrier		
	a. beginner	17/105	16.5
	b. intermediate	34/105	32.1
	c. advance	54/105	51.6
	d. others ...	0/105	0.0
Present Situation Analysis (PSA)			
5.	Students' current proficiency level of English		
	a. beginner	74/105	70.2
	b. intermediate	26/105	24.9
	c. advance	5/105	4.7
	d. others ...	0/105	0.0
6.	Students' desired input for reading		
	a. authentic materials (such as news, menu, receipt, announcement, schedule, etc)	35/105	33.4
	b. texts that relate to the context of the Multimedia field	58/105	55.1
	c. texts with the list of new vocabulary	7/105	6.7
	d. texts with picture	4/105	3.5
	e. others …	1/105	0.4
7.	The length of input for reading		
	a. < 100 words	30/105	28.5
	b. 100 – 150 words	22/105	20.4
	c. 150 – 200 words	13/105	12.1
	d. > 200 words	40/105	38.2
8.	Topic desired by students for learning input in reading		
	a. daily life routines	42/105	40.0
	b. education/school	13/105	12.1
	c. the multimedia field	42/105	40.0
	d. issues/latest news	8/105	7.7
	e. others …	0/105	0.0
9.	Students' preference activity for learning reading		
	a. reading a text loudly with correct pronunciation and intonation	16/105	15.1
	b. reading a text individually and answering questions related to the text	20/105	19.6
	c. discussing and comprehending a text in a group	17/105	16.5
	d. comprehending a text and translating it into Indonesia langauge	44/105	41.8
	e. analyzing the meaning of the new vocabulary from the context	8/105	7.7
10.	Students' opinion toward the difficulty level of reading text in English textbook used in the classroom		
	a. very easy	3/105	2.1
	b. easy	42/105	40.0

	c. difficult	52/105	49.8
	d. very difficult	8/105	7.7
11.	Students' opinion toward frequency of English teacher in providing the reading text/material and reading assessment with the topic related to the Multimedia field		
	a. very often	13/105	12.1
	b. often	31/105	29.8
	c. sometimes	51/105	48.4
	d. never	10/105	9.8
Deficiency Analysis (DA)			
12.	Students' difficulties with the language skills and aspects		
	a. listening	18/105	17.9
	b. speaking	43/105	40.4
	c. reading	11/105	10.2
	d. writing	0/105	0.0
	e. vocabulary	13/105	12.1
	f. grammar	9/105	8.5
	g. pronunciation	10/105	9.8
	h. others ...	1/105	0.4
13.	Students' difficulty with reading skill in the reading process		
	a. comprehending the main idea	21/105	20.0
	b. comprehending the detai information	16/105	15.1
	c. making conclusion related to the chronological order of event	7/105	6.7
	d. making conclusion related to cause and effect	13/105	12.1
	e. making and drawing conclusion	48/105	45.4
	f. comprehending certain words	0/105	0.0
Strategy Analysis (SA)			
14.	Students' preference activity for learning vocabulary		
	a. matching the words or expressions with correct meaning in Indonesia language	33/105	31.6
	b. matching the words or expressions with the pictures	21/105	20.5
	c. predicting the meaning of the new words based on the context	26/105	24.9
	d. completing the incomplete sentences or paragraph with students' own words	15/105	14.7
	e. others ...	10/105	9.8
15.	Students' preferences activity for learning grammar		
	a. indentifying the incorrect sentences structure	36/105	34.7
	b. correcting the incorrect sentences structure	36/105	34.7
	c. writing sentences based on structure learned	32/105	30.2
	d. others ...	1/105	0.4
16.	Students' preference activity for learning pronunciation		
	a. repeating the words pronounced by the teacher	29/105	27.9
	b. pronouncing the words based on the phonetic transcription	32/105	30.2
	c. discussing the correct pronunciation in a small group or with other friends	44/105	41.8
	d. others ...	0/105	0.0
17.	Students' preference class management for completing the task		
	a. individual work	24/105	22.8
	b. pair work	20/105	19.6
	c. group work	42/105	40.0
	d. whole class work	19/105	18.2
	e. others ...	0/105	0.0
18.	Students' learning style preference		

	a. listening to the teachers' explanation only	29/105	27.9
	b. discussing with other friends to solve the problem or to do the tasks	48/105	45.3
	c. writing all information given by the teachers	28/105	26.7
	d. others ...	0/105	0.0
19.	Students' preference for teachers' role		
	a. giving students questions to finish and discuss them later	33/105	31.6
	b. giving examples about the topic which is learned and give an assignment	53/105	50.2
	c. supervising the students' works and helping them when students get a problem	17/105	16.5
	d. walking around and giving comment to students' works	2/105	1.8
	e. others ...	0/105	0.0
20.	Students' opinion toward intergrating the topic/content related to the Multimedia field in reading text		
	a. very important	69/105	65.3
	b. important	35/105	33.4
	c. not important	1/105	0.4
	d. very unimportant	0/105	0.0
21.	Students' opinion toward discussing the content of the Multimedia field in reading text could ease them to comprehend the text		
	a. very agree	46/105	43.5
	b. agree	56/105	53.4
	c. disagree	3/105	2.1
	d. very disagree	0/105	0.0

Students' need analysis multimedia questionnaire

There were 30 questions in this questionnaire. The 25 questions were about multimedia use, and the other 5 questions were about student interest in reading. There were 105 tenth grade students answered the questionnaire. The findings showed that the use of multimedia technology in class: (1) promoted students' interest in learning English, (2) was more practical; some students did not need to do note taking, (3) could obtain information accurately in a short time, (4) stimulated students' attention in class, (5) helped develop students' English communication skills, (6) made students want to take part in the discussion, (7) inspired them to avoid tardiness in class, and (8) enhanced their reading skills.

Students' functional reading level analysis

This analysis was intended to measure the students' functional reading level by measuring the readability levels of the developed recount texts which had to match with their reading level. In this activity, Jennings Informal Reading Assessment developed by Joyce (2001) at level 1 – 8 was given to determine the students' functional reading level. The results were described in Table 3 below.

Table 3. *The result of students' functional reading level analysis*

Text Level	**Functional Reading Level Stage**					
	Frustrational (Correct Number ≤4)		**Instructional (Correct Number 5 – 6)**		**Independent (Correct Number 7 – 8)**	
	NOS	%	NOS	%	NOS	%
Level 1	59	56.1	32	30.4	14	13.3
Level 2	63	60.0	30	28.5	12	11.4
Level 3	68	64.7	31	29.5	6	5.7
Level 4	65	61.9	33	31.4	7	6.7
Level 5	61	58.2	39	37.1	5	4.7
Level 6	60	57.1	43	40.9	2	1.9
Level 7	76	72.3	27	25.7	2	1.9
Level 8	84	80.0	21	20.0	0	0

Source: Jennings Informal Reading Assessment developed by Joyce (2001)

Based on Table 3 above, it can be seen that 105 students (13.3%) were already at the independent stage in text level 1. For text level 2, 3, 4, 5, 7, and 8, it showed that 63 students (60.0%), 68 students (64.7%), 65 students (61.9%), 61 students (58.2%), 76 students (72.3%), and 84 students (80.0%) were at frustrational stage respectively, whereas for the text in level 6, there were 43 students (40.9%) at instructional stage. As mentioned by Burns and Parker (2014) the instructional level as criterion to target reading intervention. Therefore, it could be said that the reading level of students was at level 6 since the biggest percentage of learners who belonged to the instructional stage was in level 6.

Design and development phase
Paper-based design
In this phase, there were eleven recount texts that the writers developed based on the students' Multimedia learning and student's field. Then the developed recount texts were checked to find out their readability levels using an online tool of Flesch-Kincaid (i.e.: https://www.webfx.com). For completing the materials of reading, several questions as warming-up activities were also made.

The storyboard of interactive multimedia
After the all reading materials had been accomplished along with the evaluation, then the materials had to be transformed into interactive multimedia. Therefore, a storyboard was made to be used as a guideline to develop interactive multimedia. The storyboard consisted of some parts such as opening slide, student's data, home slide, and computer-based design.

Computer-based design consisted of recount text and the storyboard of interactive multimedia were transformed into computer-based design by using Adobe Professional CS 6. The program was created and then launched in the form of software of interactive multimedia which could be operated in each PC or notebook.

Implementation phase
Evaluation and revision phase
This phase was to find out the validity that was determined in the expert review phase, practicality that was determined in one-to-one and small group evaluation phase, and the potential effect of the product that was determined in a field test phase. The result of the evaluation and revision are described below.

Self evaluation
In this phase, the writers tried to treat themselves as expert to evaluate the developed recount texts, so the evaluation process did not a simply look over the product. The self-evaluation covered all of the four aspects such as instructional desgin (construct), language, media (production), and content (subject matter). In addition, the writers evaluated the product which was aimed to find out some errors and mistakes, such as misspelling, ungrammatical sentences, and punctuation.

Experts review
In this phase, a questionnaire consisted of 15 items was distributed to three different experts, i.e.: content (English), instructional design (curriculum/construct), and media (technology). The first expert of content (English) validation was a lecturer of English who has been teaching for 20 years and hold doctoral qualification in English. The second expert of instructional design (Curriculum/ Construct) was a lecturer of English who has been teaching for 36 years and his expertise in instructional design, the last expert of technology (media) was a lecturer of Education Technology who has been teaching for 30 years and his expertise in material development.

The first evaluation aspect in the evaluation and revision phase was *Content (English).* It was also important to make sure whether the validation sheet fulfilled the standardized requirement. Therefore, it was developed by adapting from Tessmer (1993). A lecturer of English reviewed the product. During the validation process, the expert gave some constructive comments and suggestions for better revision of the product, especially in content. The expert advised to pay attention to the narration of the story, so as not to confuse students when understanding and reading the contents of the story section. After the product was revised as suggested, it was found that the average score of content validity was 3.74 which was at very high validity, which means that it was valid without revision.

The second evaluation aspect in this phase was *Instructional Design (Construct).* To develop the product with good construct validation, another expert reviewed the product. It was found that there were some comments and suggestions which needed to be considered, such as change the

incorrect writing on the validation construct sheet, i.e. the 2006 curriculum is replaced with the 2013 curriculum because it had to adjust to the learning objectives of the material made. He gave advice to think about the allocation of time in the subject matter test which must be adjusted to the total number of questions. The experts also suggested giving feedback to students to be actively involved in learning through material packaged in the form of interactive multimedia, like by adding a few more warm-up questions before starting core activities. After reviewing the product twice, the expert reviewer of the construct declared that the product was valid without revision, and the average score obtained from construct validity was 3.53, which was at very high validity.

The last evaluation aspect in the evaluation and revision phase was done to complete all three product validation sheets. In terms of *media*, the product then was reviewed by an expert of technology who was a lecturer of education technology at Sriwijaya University. He gave some comments and suggestions which needed to be considered, such as, when the user enters the "log in" column he must use only names not numbers. The expert also suggested that welcome sentence on the opening menu should not use the name of the school that was examined in the media. Finally, after being revised for the third time, the expert reviewer of the media revealed that the product was valid without revision. The total average score of the validity of product design was 3.87, which was a very high validity.

One-to-one evaluation

The questionnaire consisted of 22 items was distributed to 3 students in one-to-one evaluation to determine the practicality of the product. The score of practicality obtained in one to one evaluation was 3.69, which was very high practical. The results of questionnaire were presented in Table 4.

Table 4. *Result of questionnaire in one-to one evaluation*

Aspect	No	Statement	Average Score	Remarks
The match between materials and students' characteristics	1	The recount text materials in the interactive multimedia are suitable for my age.	4.00	Very High Practicality
	2	The recount text materials in the interactive multimedia are suitable for my English proficiency.	3.67	Very High Practicality
	3	I am excited to learn the recount text materials in the interactive multimedia because I learn and feel entertained at the same time.	3.67	Very High Practicality
Materials presentation	4	Materials presentation in the interactive multimedia is clear and understandable.	3.67	Very High Practicality
	5	The recount text materials in the interactive multimedia are presented in a good sequence so that they are not confusing.	3.67	Very High Practicality
Effectiveness and efficiency of the product	6	I can operate the interactive multimedia well without assistance.	3.33	Very High Practicality
	7	I can use the interactive multimedia to learn at home or anywhere.	4.00	Very High Practicality
	8	Learning recount text by using the interactive multimedia can save my learning time.	3.66	Very High Practicality
Evaluation	9	The directions in evaluation are clear and understandable.	3.33	Very High Practicality
	10	Questions item in the evaluation are clear and understandable.	3.33	Very High Practicality
	11	The number of question items in the evaluation are sufficient.	4.00	Very High Practicality
	12	The forms of question in the evaluation are various.	4.00	Very High Practicality
Attractiveness of	13	I enjoy using the interactive multimedia in learning to read English recount texts.	4.00	Very High Practicality

interactive multimedia	14	The interactive multimedia makes me motivated to learn English recount texts.	3.67	Very High Practicality
	15	The interactive multimedia attract my attention in learning materials of English recount texts.	3.67	Very High Practicality
	16	I am more interested in learning English about recount text by using the interactive multimedia than learning it by using conventional method without technology.	3.67	Very High Practicality
	17	Learning by using the interactive multimedia is not boring.	4.00	Very High Practicality
	18	Doing the computer-based evaluation is exciting, easy, and time and energy saving.	3.67	Very High Practicality
Media quality	19	The use of navigation (buttons) in the interactive multimedia is very helpful to operate the interactive multimedia.	3.67	Very High Practicality
	20	Font, pictures, narration, and animation in the interactive multimedia are in line with the instructional materials.	3.00	High Practicality
	21	Text, pictures, narration, and animations in the interactive multimedia are in line with the instructional materials.	3.33	Very High Practicality
	22	Colors used in the interactive multimedia are interesting and well-synchronized.	3.67	Very High Practicality
Average score			3.69	Very High Practicality

After determining the practicality of the product using a questionnaire, the writers also conducted an informal interview with the students in the one to one evaluation to get their responses and comments toward the developed product to find out its strength and weaknesses. The result of students' comments were: (1) the interactive multimedia was very interesting and colorful, lots of animations and images, and supported with relaxing music that does not interfere with concentration, (2) the recount texts was suitable enough with my field, and (3) the feedbacks were good and able to respond well and I could use the product at home independently.

Small group evaluation

A questionnaire consisted of 22 items was distributed to 9 students in small group evaluation to determine the practicality. The students' average score was evaluated and then interpreted into practicality categorization. The average score was 3.65, which was in very high category of practicality. The practicality level was presented in Table 5.

Table 5**.** *Results of questionnaire in small group evaluation*

Aspect	**No**	**Statement**	**Average Score**	**Remarks**
The match between materials and students' characteristics	1	The recount text materials in the interactive multimedia are suitable for my age.	3.44	Very High Practicality
	2	The recount text materials in the interactive multimedia are suitable for my English proficiency.	3.33	Very High Practicality
	3	I am excited to learn the recount text materials in the interactive multimedia because I learn and feel entertained at the same time.	3.56	Very High Practicality
Materials presentation	4	Materials presentation in the interactive multimedia is clear and understandable.	3.67	Very High Practicality
	5	The recount text materials in the interactive multimedia are presented in a good sequence so that they are not confusing.	3.56	Very High Practicality
Effectiveness and	6	I can operate the interactive multimedia well without assistance.	3.44	Very High Practicality

efficiency of the product	7	I can use the interactive multimedia to learn at home or anywhere.	3.89	Very High Practicality
	8	Learning recount text by using the interactive multimedia can save my learning time.	3.67	Very High Practicality
Evaluation	9	The directions in evaluation are clear and understandable.	3.78	Very High Practicality
	10	Questions item in the evaluation are clear and understandable.	3.67	Very High Practicality
	11	The number of question items in the evaluation are sufficient.	3.67	Very High Practicality
	12	The forms of question in the evaluation are various.	3.56	Very High Practicality
Attractiveness of interactive multimedia	13	I enjoy using the interactive multimedia in learning to read English recount texts.	3.67	Very High Practicality
	14	The interactive multimedia makes me motivated to learn English recount texts.	3.78	Very High Practicality
	15	The interactive multimedia attract my attention in learning materials of English recount texts.	3.67	Very High Practicality
	16	I am more interested in learning English about recount text by using the interactive multimedia than learning it by using conventional method without technology.	3.67	Very High Practicality
	17	Learning by using the interactive multimedia is not boring.	3.33	Very High Practicality
	18	Doing the computer-based evaluation is exciting, easy, and time and energy saving.	3.89	Very High Practicality
Media quality	19	The use of navigation (buttons) in the interactive multimedia is very helpful to operate the interactive multimedia.	3.89	Very High Practicality
	20	Font, pictures, narration, and animation in the interactive multimedia are in line with the instructional materials.	3.56	High Practicality
	21	Text, pictures, narration, and animations in the interactive multimedia are in line with the instructional materials.	3.78	Very High Practicality
	22	Colors used in the interactive multimedia are interesting and well-synchronized.	3.89	Very High Practicality
Average score			3.65	Very High Practicality

After the test was conducted, the questionnaire of an informal interview in the small group evaluation was also distributed to get students' comments on the developed interactive multimedia of recount text. The result of students' comments were: (1) the students knew the learning objectives of they learned; they mentioned that they learned about kinds recount text and the generic structure of recount text, (2) the students felt challenged in learning the materials due to the feedbacks, picture animation, video and including the difficult evaluation, (3) the students mentioned that they could independently use the product at home due to interactive multimedia that related to the computer was their field, and (4) the students felt interested and motivated to learn recount text by using interactive multimedia.

Evaluation phase

Field test

The field test evaluation was intended to know the potential effect of the developed interactive multimedia of recount text. In this phase, the field test was conducted in one meeting within 90 minutes. It involved a real class of the tenth-grade students of one VSH in Palembang consisting of 35 students.

From the result of the students' scores in the reading comprehension test, there were 2 students (5.71%) who obtained score below the minimum mastery criterion which was 71. The rest of the students, 33 students (94.28%) obtained the score

above the minimum mastery criterion. The total students' mean score in the field test was 81.37. After the data were analyzed, the result of the students' scores was interpreted by using the criteria of mastery percentage of Universitas Sriwijaya (2012) in order to know the level of the potential effect of the product. The results indicated that: 10 students out of 35 students obtained very high category level (86-100), 23 students btained high category level (71-85), only 2 students obtained average category level (56-70), and no students scored below the low category (41-55) nor very low category (0-40).

In addition, the result of a field test of 35 students revealed that 33 students obtained scores above the average and only 2 students obtained average scores based on mastery percentage categorization. In conclusion, the developed interactive multimedia of recount text had a potential effect and the students' average scores were at the criteria of mastery percentage (71-85) in the high category of mastery level. However, of the 2 students who achieved grades below average were influenced by several factors during the final evaluation process. Based on the teacher's observations and the questionnaire results of student responses to the interactive multimedia learning in the recount text, it was found that (1) these students did not like learning English, (2) they did not understand the presentation of material in interactive multimedia, and (3) they felt anxious while answering questions because the time allocation was limited on the media screen. The result of students score on the reading comprehension test can be seen in Figure 1 below.

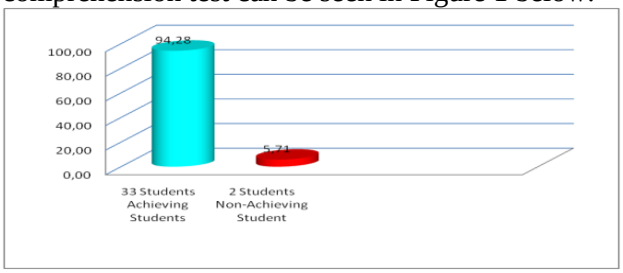

Figure 1. *Students' score on the reading comprehension test*

CONCLUSION

Based on the findings, some conclusions were drawn. First, the developed interactive multimedia of recount text in multimedia content was valid in terms of its content (English), construct (instructional design), and media (technology). Its validity average score, based on three expert reviews was 3.71 indicating that the developed product had very high validity. Second, the developed interactive multimedia of recount text in multimedia content was practical. The practicality score was 3.69 in the one-to-one evaluation and 3.65 in small group evaluation which was at a very high level of practicality. At last, the developed interactive multimedia of recount text in multimedia content had a potential effect on students' achievement. Since the number of students reaching the intended result score was 94.28%. It can be concluded that the potential effect of the product was at a very high level of mastery.

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