

**DEVELOPING TAKO AS INTERACTIVE MULTIMEDIA IN LEARNING
VOCABULARY FOR SEVENTH GRADE STUDENT'S OF
SMP QU CAHAYA AL QURAN PADANG PANJANG**

THESIS



***Submitted in Partial Fulfillment of the Requirement For the Degree of Sarjana
Pendidikan (S.Pd) English Education Program***

**ANNISA NABILA MAHARANI
NIM 20140011**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MUHAMMADIYAH UNIVERSITY OF SUMATERA BARAT
2024**



UMSB
SUMATERA
TO THE FUTURE

Hak Cipta Dilindungi Undang-undang
Seluruh isi karya tulis ini, baik berupa teks, gambar, tabel, grafik, maupun informasi lainnya, dilindungi oleh Undang-undang Republik Indonesia Nomor 28 Tahun 2014 tentang Hak Cipta. Dilarang mengutip, menggandakan, mendistribusikan, menerbitkan dan menyebarkan sebagian atau seluruh isi karya ini dalam bentuk apapun dandengan cara apapun, baik secara elektronik maupun secara mekanik, tanpa izin tertulis dari penulis, kecuali untuk keperluan akademik dan referensi dengan menyebutkan sumber secara tepat dan benar.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin, all praises to the Almighty Allah SWT who has given the researcher his blessing and his mercy so the researcher can complete this thesis well. Shalawat dan salam are addressed to the beloved and the chosen messenger, Muhammad saw.

In this acknowledgement, it is a pleasure to admit the help and contribution to all of lectures, to our university, to family and to friends who have contributed and given the researcher big support. This thesis is will be presented to the faculty of education and teaching training Muhammadiyah University of West Sumatera as partial fulfillment of requirement for the degree in English language education.

Therefore, the researcher would like to express the great thanks to

1. Dr. Gusmaizal Syandri, M.Pd as Dean FKIP Muhammadiyah University of West Sumatera and all staff for their kindness, service and suggestion during the accomplishment of this project.
2. Rini Hendrita, M.Pd as the head of Department of English Education study program for her guidance to the students in writing project paper.
3. Dr. Gusmaizal Syandri, M.Pd and Erlinda Syam, Ph.D as supervisors who guided the researcher to accomplish the thesis.
4. I would like to express my sincere appreciation to all the lecturers of the English Education Study Program at Muhammadiyah University of Sumatera Barat for their invaluable suggestions, motivation, and the knowledge they imparted throughout the course. I am also deeply grateful to the campus staff for their assistance, guidance, and dedication, which



UMSB
SUMATERA
BARAT
TO THE FUTURE

have been essential in ensuring a smooth and productive academic experience.

5. I am deeply appreciative of the headmaster, teacher, staff and students at SMP Qu Cahaya Al-Quran Padang Panjang, where I conducted my research. Their cooperation and willingness to participate made this project possible, and I am grateful for their contribution to my work.
6. I would like to express my deepest gratitude to my beloved father, Yushendri, my beloved mother, Nova Elfira, and my annoying little brother, MHD Hafizh Al Kautzar, for their unwavering support, encouragement, and understanding throughout the course of this thesis. Their belief in me has been a source of strength, and I am truly thankful for their presence in my life.
7. I would also like to extend my heartfelt thanks to my class friends for their companionship, motivation, and the memorable moments we shared during this journey. Their support and camaraderie have made this experience even more rewarding.

Finally, the researcher realized that this thesis is still far from perfect, therefore the constructive and comment and critiques and suggestion are really expected and appreciated. May Allah almighty the lord of this universe blesses us.

Padang Panjang, August 2024
The Researcher

Annisa Nabila Maharani
20140011



ABSTRACT

Annisa Nabila Maharani. 2024. Developing Tako as Interactive Multimedia in Learning Vocabulary for Seventh Grade Student of SMP Qu Cahaya Al Quran Padang Panjang

This research discussed the development of an interactive multimedia tool tailored for vocabulary learning among seventh-grade students at SMP Qu Cahaya Al-Quran Padang Panjang. There were several purposes to achieve, such as identifying the target needs of these students, determining their learning needs, and developing a valid interactive multimedia tool suited to their requirements. The research, conducted with 20 students from the 7A class and an English teacher, utilized the Analyze, Design, and Development (ADD) model to gather both quantitative and qualitative data through interviews and questionnaires. This data was analyzed using frequency, percentage, descriptive statistics, and interpretation techniques to guide the development of the interactive multimedia tool.

The results indicated that students needed to enhance their English communication skills, particularly vocabulary, with a focus on the units “I Love Fishing” and “My House.” They expressed a preference for learning 10-20 words per unit through interactive videos and games, which would allow them to study outside the classroom but still within the school grounds. The developed interactive multimedia tool, named TAKO (Tambah Kosakata), was evaluated by experts and deemed appropriate and ready for use. The mean scores of the content appropriateness and media appropriateness of the interactive multimedia were 4.51, which falls within the range of $>4.2 - 5$. According to the quantitative data conversion, this mean score was categorized as very good and very valid, confirming its effectiveness for vocabulary instruction.

Keywords : Development, Interactive Multimedia, Vocabulary



ABSTRAK

Annisa Nabila Maharani. 2024. Developing TAKO as Interactive Multimedia in Learning Vocabulary for Seventh Grade Student of SMP Qu Cahaya Al Quran Padang Panjang

Penelitian ini membahas pengembangan alat multimedia interaktif yang dirancang khusus untuk pembelajaran kosakata bagi siswa kelas tujuh di SMP Qu Cahaya Al-Quran Padang Panjang. Ada beberapa tujuan yang ingin dicapai, seperti mengidentifikasi kebutuhan target siswa, menentukan kebutuhan belajar mereka, serta mengembangkan alat multimedia interaktif yang valid sesuai dengan kebutuhan tersebut. Penelitian ini dilakukan dengan melibatkan 20 siswa dari kelas 7A dan seorang guru bahasa Inggris, menggunakan model Analyze, Design dan Development (ADD) untuk mengumpulkan data kuantitatif dan kualitatif melalui wawancara dan kuesioner. Data ini dianalisis menggunakan teknik frekuensi, persentase, statistik deskriptif, dan interpretasi untuk membimbing pengembangan alat multimedia interaktif tersebut.

Hasil penelitian menunjukkan bahwa siswa perlu meningkatkan keterampilan komunikasi bahasa Inggris mereka, khususnya kosakata, dengan fokus pada unit “I Love Fishing” dan “My House.” Mereka menyatakan preferensi untuk mempelajari 10-20 kata per unit melalui video interaktif dan permainan, yang memungkinkan mereka belajar di luar kelas tetapi masih dalam lingkungan sekolah. Alat multimedia interaktif yang dikembangkan, bernama TAKO (Tambah Kosakata), telah dievaluasi oleh para ahli dan dianggap sesuai serta siap untuk digunakan. Skor rata-rata dari kelayakan konten dan kelayakan media dari multimedia interaktif tersebut adalah 4,51, yang berada dalam rentang >4,2 – 5. Berdasarkan konversi data kuantitatif, skor rata-rata ini dikategorikan sebagai sangat baik dan sangat valid, yang mengonfirmasi efektivitasnya untuk pengajaran kosakata.

Kata Kunci : Pengembangan, Multimedia Interaktif, Kosa Kata

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
ABSTRACT	iv
ABSTRAK	v
TABLE OF CONTENTS	vi
CHAPTER I INTRODUCTION	1
1. Background of the Problem	1
2. Identification of the Problem	4
3. Limitation of the Problem	4
4. Research Question	5
5. Purpose of the Research	5
6. Significant of the Research	5
7. Definition of the Key Term	6
CHAPTER II REVIEW OF THE RELATED LITERATURE	8
A. Review of Related Theories	8
1. Vocabulary	8
a. The Definition of Vocabulary	8
b. The Importance of Vocabulary	9
c. Vocabulary Learning	10
d. Some Trends in Vocabulary Learning	13
e. Presenting Vocabulary	14
f. Vocabulary Selection	16
g. Learning English Vocabulary at Junior High School Based on Merdeka Curriculum	18
2. Interactive Multimedia	20
a. The Definition of Interactive Multimedia	20
b. The Advantages of Using Interactive Multimedia	21
c. Principles of Interactive Learning Multimedia	23
d. Criteria of Effective Interactive Multimedia	24
e. The Role of Interactive Multimedia in Education	29
3. Instructional Game	30
a. The Nature of Instructional Game	30
b. Instructional Game in the Classroom	32



Hak Cipta Dilindungi Undang-undang
Seluruh isi karya tulis ini, baik berupa teks, gambar, tabel, grafik, maupun informasi lainnya, dilindungi oleh Undang-undang Republik Indonesia Nomor 28 Tahun 2014 tentang Hak Cipta. Dilarang mengutip, menggandakan, mendistribusikan, menerbitkan dan menyebarkan sebagian atau seluruh isi karya ini dalam bentuk apapun dengan cara apapun, baik secara elektronik maupun secara mekanik, tanpa izin tertulis dari penulis, kecuali untuk keperluan akademik dan referensi dengan menyebutkan sumber secara tepat dan benar.

c. Application of Instructional Game.....	33
4. Models of Developing Instructional Media	34
5. Validity.....	36
B. Review of Relevant Studies.....	36
C. Conceptual Framework.....	39
CHAPTER III RESEARCH METHODOLOGY	40
A. Design of Study	40
B. Research Setting	40
C. Research Respondent.....	40
D. Research Procedure	41
E. Data Collection Technique.....	44
F. Research Instruments.....	44
G. Data Analysis Technique	48
CHAPTER IV FINDINGS AND DISCUSSION.....	53
A. Findings	53
1. Need Analysis	53
2. Design	60
3. Development	64
B. Discussion.....	82
1. Need Analyze	84
2. Multimedia Design and Development	85
3. Expert Judgment	86
CHAPTER V CONCLUSION AND SUGESSTION	89
A. Conclusion.....	89
1. Target Needs	Error! Bookmark not defined.
2. Learning Needs	Error! Bookmark not defined.
3. The Appropriate Interactive Vocabulary Learning Multimedia	Error! Bookmark not defined.
4. Validity.....	Error! Bookmark not defined.
B. Suggestion	89
BIBLIOGRAPHY	91

CHAPTER I

INTRODUCTION

A. Background of the Problem

An essential component of a nation's development is its educational system. As a consequence, the government enhances the standard of education in Indonesia. In this situation, teachers are supposed to apply the Merdeka Curriculum's principles and goals while balancing students' skill levels to encourage more independence and participation in the learning process. The Merdeka Curriculum's guiding principles, as retrieved from Kemendikbud (2024), include participation and cooperation, competency-based learning, holistic development, the development of life skills, and the integration of topics and technology. Teachers must be able to creatively plan and develop instruction suited to their student's interests and needs.

One strategy that the teacher can use to enhance students' academic performance is using interactive learning media. Interactive learning media offers numerous benefits in the English teaching-learning process. Initially, students will be stimulated to acquire English language skills so they will not experience boredom. Furthermore, individuals can effortlessly understand and absorb the materials due to the inclusion of video, animation, graphics, and audio in the English interactive learning media. They can enhance their listening, speaking, and pronunciation skills through it. Furthermore, individuals can acquire knowledge independently at any given time and location. Furthermore, English teachers will possess a diverse range of



teaching methods, hence preventing a boring teaching and learning experience.

However, most English teachers face two challenges when using interactive learning media. First, high technology is not available in classrooms. Some schools do not have projectors or computers in the classroom as teaching and learning tools, so teachers cannot use interactive learning media to teach English. Second, they face challenges finding interactive English learning media that meet students' needs. Furthermore, teachers have problems and difficulties in making or providing media. Therefore, most of them teach English using worksheets and textbooks (Syandri, 2015).

Related to English language learning, some critical factors determine the progress of language mastery, such as vocabulary, language structure, listening, speaking, reading, and writing skills. Out of all of those factors, the researcher thought that vocabulary is the most fundamental factor in learning English. The reason is that before someone can produce language, they have to know the smallest meaningful language device in the first place: words or vocabulary. According to Carpenter et al., (2022), more extensive vocabulary size is strongly associated with better language comprehension abilities, including reading and listening comprehension. Furthermore, vocabulary instruction should be a priority in the classroom to enhance students' overall language skills.

In the educational context, students need to know many words to achieve the learning objectives, although it takes fewer words than someone



needs to acquire the language. Students need to know a large amount of vocabulary to understand the teacher's instruction, to read texts, to answer questions from the teacher or books, to be able to participate in speaking and writing production in the classroom, and to pass the core and basic competency in the curriculum. Based on that statement, there is no doubt that the teacher should pay attention to the students' vocabulary development. The teacher must prepare himself and be more organized so that every aspect of language, including vocabulary, is addressed during the course.

Based on interviews with English teachers at SMP Qu Cahaya Al Quran Padang Panjang, they do not encounter issues with the available technology. The school is equipped with Chromebooks and projectors for classroom use. However, students' vocabulary skills remain low and inconsistent. As a result, teachers frequently require students to memorize and understand vocabulary before starting new lessons. While students show increased enthusiasm when multimedia is incorporated into lessons, many teachers still struggle to find interactive English learning media that meets students' specific needs, particularly for vocabulary acquisition. Consequently, students often study vocabulary independently, which leads to frequent forgetfulness and questions about pronunciation. Additionally, students' overall ability to grasp the material and their motivation to learn are limited, primarily due to their inadequate vocabulary skills (Fatjriani, 2023).

Considering that issue, the researcher is interested in conducting research on Developing TAKO as Interactive Multimedia in Learning



Vocabulary for Seventh Grade Student of SMP Qu Cahaya Al Quran Padang Panjang

B. Identification of the Problem

Based on the background above, There are some existing problems in the learning process. One significant issue is that teachers need to standardize students' vocabulary levels before commencing lessons to ensure that learning objectives are effectively achieved. However, teachers still face challenges in obtaining multimedia resources that cater to students' needs. As a result, in vocabulary instruction, students are often required to understand and memorize the vocabulary independently. Despite these efforts, many students continue to struggle with mastering the vocabulary.

Second, a large amount of vocabulary should be learned related to students' lack of vocabulary skills. It would be delightful if students could have supplementary learning media to promote vocabulary development in a short learning time. That can also improve their other English skills, help them understand the material, and achieve learning targets.

C. Limitation of the Problem

Considering the problems above, the researcher decided to focus only on the validity of developing vocabulary learning multimedia for seventh-grade students SMP Qu Cahaya Al Quran Padang Panjang. The multimedia will function to provide practices and drills for students to be tried in class independently using chromebook. In this study, the researcher will only focus on developing interactive multimedia TAKO (Tambah Kosakata) using PowerPoint. The reason is that Microsoft PowerPoint can perform well with



UNIVERSITAS SUMATERA BARAT
TO THE FUTURE

other kinds of media; moreover, it is the most familiar software that teachers and students can easily access. In addition, its accessible, user-friendly features allow teachers to pour out their ideas using this device.

D. Research Question

Based on the limitation of the problem, the research question is, "How is the validity of interactive multimedia (TAKO) in learning vocabulary for seventh-grade students' SMP Qu Cahaya Al Quran Padang Panjang ?"

E. Purpose of the Research

The purpose of the research is to develop a valid interactive multimedia (TAKO) in learning vocabulary for seventh-grade students' SMP Qu Cahaya Al Quran Padang Panjang.

F. Significant of the Research

It is expected that the result of this study can make the following contributions:

1. Theoretically, the research results can provide information to other researchers who want to develop other kinds of interactive media suitable for students' needs.
2. Practically, the result of the research can give benefits to:
 - a. English teachers

The results of this research are expected to motivate English teachers to develop other kinds of media that will help students learn English and improve their learning quality in the classroom.



b. Students

Hopefully, students can learn independently using interactive multimedia from PowerPoint and resolve problems in the real world related to the English subject and material.

G. Definition of the Key Term

1. Development

Development refers to the growth, advancement, or improvement process, often involving changes over time that lead to a more complex or advanced state. In the context of education, development can refer to the creation or enhancement of curriculum, teaching methods, or educational materials to improve students' learning outcomes.

2. Interactive Multimedia

Multimedia combines text, audio, video, graphics, and animations in one presentation to enhance information delivery and retention through multiple sensory modalities. Interactive multimedia allows users to engage actively with the content, creating a dynamic and personalized experience. This interactivity boosts user engagement and facilitates deeper learning by enabling users to control the pace, sequence, and selection of the information. This study focuses on the benefits and applications of interactive multimedia in enhancing learning and retention.

3. Vocabulary Learning

Vocabulary learning is acquiring new words and increasing one's vocabulary. This process can involve various strategies, such as memorization, contextual knowledge, and practice, to understand the



UMSB
UNIVERSITAS MUHAMMADIYAH SUMATERA BARAT
TO THE FUTURE

meaning, pronunciation, and usage of words in a language. Effective vocabulary learning is essential for language acquisition and communication skills.

4. TAKO (Tambah Kosakata)

TAKO (Tambah Kosakata) is an interactive multimedia tool designed to enhance vocabulary learning. It provides a comprehensive range of vocabulary materials and engaging games that test and improve children's memory and retention of new words. By combining educational content with interactive elements, TAKO creates a dynamic and enjoyable learning experience, making vocabulary acquisition both effective and fun for young learners.