Developing Interactive Multimedia with Local-Content-Based Narrative Texts for Grade Eight

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Abstract: The aim of this study was to find out the validity, practicality, and potential effect of the developed interactive multimedia with local-content-based narrative texts. Development research proposed by Akker (1999) consisting of analysis, design, evaluation and revision was used in developing the product. In the evaluation phase, formative evaluation proposed by Tessmer (1993) consisting of self-evaluation, experts review, one-to-one, small group, and field test was also used. There were 3 experts reviewing the product in expert review, 3 students involved in the one-to-one evaluation, 9 students involved in small group evaluation, and 31 students of a real class involved in the field test. To collect the data, questionnaires, interview, and a test were used. The collected data were analyzed qualitatively for the interview and quantitatively by using average score for the questionnaires and percentage for the test. The developed product was valid after being evaluated in expert review phase in terms of its content, construct, and media with the average score 4.13 categorized as highly valid. The product was also practical with the average score 4.21 after being evaluated in one-to-one evaluation and 4.40 after being evaluated in small group evaluation which was categorized as very highly practical. The product also had very high potential effect after being tried-out in field test as 90.3% of students passed the minimum mastery criterion which was 72.

Keywords: development research, interactive multimedia, local content, narrative texts.

Abstrak: Penelitian ini bertujuan untuk menemukan validitas, praktikalitas, dan efek potensial dari multimedia interaktif dengan teks naratif berbasis budaya lokal yang dikembangkan. Penelitian pengembangan oleh Akker (1999) yang terdiri dari analisis, desain, evaluasi, dan revisi digunakan dalam mengembangkan produk. Dalam tahap evaluasi, evaluasi formatif oleh Tessmer (1993) yang terdiri dari evaluasi ahli, uji satu-satu, uji kelompok kecil, dan tes lapangan juga digunakan. Terdapat 3 orang ahli yang mengevaluasi produk dalam tahap evaluasi ahli, 3 siswa yang terlibat dalam uji satu-satu, 9 siswa yang terlibat dalam uji kelompok kecil, dan 31 siswa dari sebuah kelas nyata juga dilibatkan dalam uji lapangan. Kuesioner, wawancara, dan tes digunakan untuk mengumpulkan data. Data yang telah dikumpulkan dianalisis secara kualitatif untuk data wawancara dan secara kuantitatif dengan menggunakan nilai rata-rata untuk data kuesioner dan persentase untuk data tes. Produk yang dikembangkan dinyatakan valid setelah dievaluasi dalam tahap evaluasi ahli baik dari segi isi, konstruk, dan media dengan nilai rata-rata 4,13 yang termasuk dalam kategori sangat valid. Produk yang dikembangkan juga dinyatakan praktis setelah dievaluasi dalam uji satu-satu dengan nilai rata-rata 4,21 dan dalam uji kelompok kecil engan nilai rata-rata 4,40 yang mengindikasikan bahwa produk yang dikembangkan sangat praktis. Produk yang dikembangkan juga memiliki potensial efek yang sangat tinggi setelah dievaluasi dalam uji lapangan karena 90,3% siswa mencapai KKM yakni 72.

Kata Kunci: penelitian pengembangan, multimedia interaktif, budaya lokal, teks naratif.

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Reading literacy in Indonesia is known at an unsatisfactory level. PISA reported some unsatisfactory results of Indonesian adolescent's reading literacy. In 2009, Indonesia was ranked in the 57th out of 65 countries with mean score 402 compared with OECD mean which was 493 (OECD, 2010). Indonesia, then, was ranked in the 60th out of 65 countries participating in PISA 2012 with mean score 396 while the OECD mean was 496 (OECD, 2013). The data clearly reveal that adolescents' reading literacy in Indonesia is still poor compared to those of other countries.

The data above reflect that the quality of English language teaching in Indonesia is still not effective and encountering some problems resulting in students' low reading literacy. First, there are actually various problems in ELT and one of them is that the learning process is still teacher-oriented (Kementerian Pendidikan dan Kebudayaan, 2012). Second, the limited time allocation provided for English subject in school is another issue as Sahiruddin (2013) argues that in the 2013 curriculum, time allocation for English subject at schools is reduced and this condition can definitely lead to some consequences for the quality of ELT in Indonesia. Third, big class is also one of the serious issues in teaching and learning process. A class in Indonesia generally consists of a large number of students ranging from 40 to 50 students (Dardjowidjojo, 2002) which will affect class performance. Finally, English textbook issued by central government is the only learning source used in 2013 Curriculum. In addition, there are insufficient reading passages related to narrative texts, and to make it worse, some ungrammatical sentences are also found.

In addition to the problems mentioned above, there were similar problems found in SMP Negeri 1 Sungai Lilin. From the English teacher's data, it was shown that the eighth grade students' scores in midterm test and final test in semester two academic year 2013/2014 when they were in the seventh grade were below the minimum mastery criterion meaning that their English reading literacy was generally low. From students' needs analysis conducted by using a questionnaire and interview to the Eighth grade English teachers, it was revealed that the eighth grade students were unmotivated and uninterest-

ed to learn and to read English texts. They also read few English texts. They felt that English reading texts were difficult for them to read and understand because they did not have sufficient English competence. The results also showed a fact that lecturing method was used in the teaching and learning process. In addition, ICT-based materials or instructional media was never used in the classroom because English teachers said that they had no time for preparing it.

To cope with some problems described above, technology can be utilized as an instructional medium in promoting students' reading literacy. Besides, the use of technology in education has been strongly suggested and highlighted by 2013 Curriculum as stated in Core Competence 3 in English syllabus which was 'to understand and to apply knowledge (factual, conceptual, and procedural) based on student's curiosity about science, technology, art, and culture related to visible phenomena and events'.

In relation to the use of technology, interactive multimedia is an example of technology which is widely used in the education realm including in ELT. Multimedia can promote reading comprehension of English text as Lin and Chen (2007) argue that to cope with EFL learners with insufficient background knowledge of learning content, instructional strategies need to be merged into the learning material and one of the instructional strategies is by using multimedia. They further argue that multimedia can facilitate students in decoding the information and to increase their effective cognitive encoding as it has various representations which facilitate both verbal and visual modes of processing in human's mind. Furthermore, media can cope with many issues in the classroom as described below:

> Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed-ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency. (Tafani, 2009, p.94)

Based on various problems and theories described above, it can be implied that the use of

interactive multimedia can be an alternative solution to increase students' reading literacy. Many kinds of interactive multimedia for teaching and learning English are already available from many countries. However, an interactive multimedia specifically designed to meet students' needs and to reach different learning goals was needed to be developed. Nusir, Alsmadi, Al-Kabi, and Shardqah (2011) state that there is a need of serious effort to create a rich-content-learning software in the form of multimedia which is addressed to fulfill the needs of different students. It can be implied that a multimedia for teaching and learning English developed in the United States or China, for instance, cannot be used in the way it is intended by its original developer(s) once it is used in Indonesia. The writer, therefore, was interested to develop an interactive multimedia which fit the needs of local students by including local-content-based narrative texts as the learning materials in it.

Regarding the use of local contents in ELT materials, there is a great support for their utilization as the materials in teaching English. Transmitting local cultures through the materials used in ELT is needed as an attempt of preserving national identity (UNESCO, 2003; Alwasilah, 2006; Petrus, 2012; Prastiwi, 2013). Alwasilah (2006, p. 20) states, "in the Indonesian context, as amatter of fact, long before globalization issues surfaced about 10-15 years ago,ethnic literature and ethnic culture in general had already been marginalized". Thus, an attempt of preserving local culture is important in the middle of this globalization era as foreign culture and literature might shift Indonesian and even ethnic culture and literature. Despite the fact that teaching English is inseparable with teaching its culture, it does not mean that local culture and literature were neglected and not included in ELT materials. McKay (2003) argues that in the sense of English as an international language, the materials in ELT are not limited only to the cultures of native English-speaking countries but should allow for local cultural content.

Related to the explanations above, stories originally from South Sumatera can be utilized as reading materials in EFL teaching for students as an attempt of preserving local identity so that the South Sumatera stories will travel from one generation to the next generation and will not be vanished from its existence as a part of the precious cultures of South Sumatera in the middle of globalization threats. By including these South Sumatera stories as local-content-based narrative texts in ELT materials, not only do students learn English but also they learn their own culture. Concerning about the use of South Sumatera stories as the reading materials in EFL teaching, the writer has not found English textbook containing South Sumatera stories. South Sumatera stories available on the internet were also far from sufficient and even the stories were mostly in Indonesian. Thus, there was a need for developing reading materials containing South Sumatera stories. The local-content-based stories were developed in the form of narrative text as stories belong to this type of text in 2013 Curriculum.

From the explanations above, it can be concluded that the aim of this study was to develop an interactive multimedia with local-content-based narrative text for the eighth grade students which was valid, practical, and had potential effect.

METHOD

The method used in this study was development research proposed by Akker (1999) which consisted of analysis, design, evaluation, and revision.

> The aim is not to elaborate and implement complete interventions, but to come to (successive) prototypes that increasingly meet the innovative aspirations and requirements. The process is often cyclic or spiral: analysis, design, evaluation and revision activities are iterated until a satisfying balance between ideals and realization has been achieved. (Akker, 1999, p.7)

In the analysis phase, students' needs analysis, instructional analysis, and learning environment analysis were conducted. Students' reading level was also determined in this phase by using Jennings Informal Reading Assessment (Jennings, Caldwell, & Lerner, 2006). In the design phase, the interactive multimedia with

local-content based narrative text was developed. At last, in evaluation and revision phase, the formative evaluation model proposed by Tessmer (1993) consisting of self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test was used.

There were 3 experts evaluating the developed product in expert review phase (i.e.: expert of English, expert of instructional design, and expert on media). Students of SMP Negeri 1 Sungai Lilin were also involved in evaluating the developed product. They were 3 students participating in one-to-one evaluation (1 student for each category of English proficiency level, i.e.: low, medium, and high English proficiency), 9 students participating in small group evaluation (3 students in each category of English proficiency level, i.e.: low, medium, and high English proficiency), and 31 students of a real class participating in a field test.

To determine the criteria of the product which were its validity, practicality, and potential effect, some instruments were used i.e.: questionnaires, interview, and reading comprehension test. To determine the validity and practicality level of the product, the average score of the obtained scores from the three experts' judgement through questionnaires (for validity) and from students through a questionnaire (for practicality) was calculated and interpreted as follows:

Table 1. Validity and Practicality Categorization

Average Score	Category
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

Source: Modified from Kubiszyn & Borich (1993)

While to determine the potential effect of the product, the collected data were calculated by using a percentage of the number of students who passed the minimum mastery criterion or *KKM*

(i.e.: 72). After being calculated, the result of the percentage was interpreted to these criteria: (1) 0%-40% belonged to very low category; (2) 41%-55% belonged to low category: (3) 56%-70% belonged moderate category; (4) 71%-85% belonged to high category; and (5) 86%-100% belonged to very high category (Universitas Sriwijaya, 2012).

RESULTS
Analysis Phase
Students' Needs Analysis

First, to know students' reading achievement, the writer got information about their scores from their teachers' documentation. From the data, their scores in mid-semester and semester test in the second semester when they were in the seventh grade were unsatisfactory. In addition, an interview was also conducted to the English teachers of the eighth grade students. The results of the interview were: (1) students' reading skill was mostly still poor; and (2) some reasons causing their poor reading skill were lack of vocabulary knowledge, lack of pronunciation knowledge, and lack of learning motivation.

Next, a questionnaire consisting of 20 closed-ended questions was administered to 35 eighth grade students. The results were: (1) students' reading skill was low; (2) students experienced difficulty in reading and comprehending English texts and it was caused by lack of motivation, lack of vocabulary knowledge, lack of pronunciation knowledge, lack of knowledge of types of text, and lack of illustration of the text; (3) students' frequency of independent reading at home was still not much; (4) students knew a few or even no stories originally from South Sumatera and they expected that reading materials containing stories from South Sumatera were provided; (5) students percieved that their English teachers implemented lecturing teaching method and seldom or even never used media in teaching reading; (6) students mostly were able to use computer; and (7) They suggested that the interactive multimedia had to provide illustration, audio, translation of difficult words, computer-based evaluation with direct response of correct and wrong answers along with the obtained score.

Students' Reading Level

The second analysis was to find out the students' reading level.Jennings Infromal Reading Assessment developed by Dr. Joyce was given to the students which included reading texts at level 3, 4, 5, 6, and 7.

Table 2. The Distribution of Students' Reading Level

Text Level	Reading Stage					
	Fru. (CN = 4)		Ins. (CN = 5-6)		Ind. (CN = 7-8)	
	n	%	n	%	n	%
Level 3	5	14.3%	9	25.7%	21	60%
Level 4	6	17.1%	22	62.9%	7	20%
Level 5	16	45.7%	14	40%	5	14.3%
Text Level	Reading Stage					
	Fru. (CN = 6)		Ins. (CN = 7-8)		Ind. (CN = 9-10)	
	n	%	n	%	n	%
Level 6	25	71.4%	10	28.6%	0	0%
Level 7	27	77.1%	8	22.9%	0	0%

Fru.   = Frustrational
Ins.   = Instructional
Ind.   = Independent
CN   = Correct Number
n   = Number of Students

The result showed that students were already at independent stage (60% of 35 students) for text in level 3. For text in Level 4, students were at instructional stage (62.9%). While for text in level 5, 6, and 7, students were at frustrational stage which were 45.7%, 71.4%, and 77.1% subsequently. It can be concluded that students' reading level was at level 4 as the biggest percentage of students who belonged to instructional level was at level 4.

Instructional Analysis

In this phase, the writer analyzed the narrative texts available in the students' textbook which was issued by government. From the textbook, there were 2 narrative texts found entitled 'Mousedeer and Crocodile' which its readability level was at level 3.1 and 'A Wolf in Sheep Clothing' which its readibility level was at level 3.9. There were also some ungrammatical sentences found in the materials. From this analysis, it can be said that the number of the narrative texts were still insufficient and invalid contents in the textbook could mislead students. Besides analyzing the narrative texts available in the textbook, the writer also analyzed 2013 curriculum to determine the learning objectives for the developed materials.

Environmental Analysis

In this analysis, the writers observed the learning environment in SMP Negeri 1 Sungai Lilin. From this observation, there were several conditions in this school. They were: (1) good electricity was available; (2) language laboratory was available with 20 seats; (3) computer laboratory was available with 15 seats; (3) there were around 2 LCDs; and (4) students often brought and used laptop during the teaching and learning process. From these conditions, it can be concluded the use of developed interactive multimedia with local-content-based narrative texts during the teaching and learning process could be implemented.

Design Phase

In this phase, the first thing conducted was collecting all of stories from South Sumatera. The writer found six fables and they were translated into English as the original stories were in Indonesian. The fables were also adapted into short and simple narrative texts. After being translated and adapted, the developed narrative texts were checked to know their readability levels by using an online tool of Flesh Kincaid (i.e.: https://readability-score.com/). The result is available in Table 3. (see next page).

The result showed that the six fables had different readability levels, except for the third and the fourth stories which had the same readibility level (i.e.: 4.5). To decide which

**Table 3. The Readability Level
of the Narrative Texts**

No	Title	Readability Level	Source	Remarks
1	A Dog which Became a Human	2.5	*Departemen Pendidikan dan Kebudayaan* (1985)	Translated and Adapted
2	Mouse Deers' Race against Snail	3.4	Kurnianto, Nirmala, & Rosita (2009).	Translated and Adapted
3	Langli	4.5	Kurnianto, Nirmala, & Rosita (2009).	Translated and Adapted
4	The Origin of Why Tiger did not Want to Eat Rambang People	4.5	Kurnianto, Nirmala, & Rosita (2009).	Translated and Adapted
5	Crow and Kuaw	5.3	Kurnianto, Nirmala, & Rosita (2009).	Translated and Adapted
6	Deer and Cencirak Bird	6	Kurnianto, Nirmala, & Rosita (2009).	Translated and Adapted

had stories to be selected as the reading materials of narrative texts, the writer's advisors suggested that reading materials had to have 1 text which was exactly matched with the students' reading level, 2 texts which had to be 2 levels above students'reading level, and 2 texts which had to be 2 levels below students' reading level. As the students' reading level was at level 4, the readibility levels of the stories had to be at level 2,

3, 4, 5, and 7. Since there were 2 stories having the same readability level which were 'Langli' and 'The Origin of Why Tiger did not Want to Eat Rambang People', the writer chose the latter one and eliminated the other one. The reason for eliminating 'Langli' because the plot of the story focused more on the human characters, not the animal while fable was more about animals. In short, there were 5 stories selected as the local-content-based narrative texts namely 'A Dog which Became a Human' (2.5), 'Mouse Deers' Race against Snail' (3.4), 'The Origin of Why Tiger did not Want to Eat Rambang People' (4.5), 'Crow and Kuaw' (5.3), and 'Deer and Cencirak' (6).

To complete the reading materials, the writer also constructed some questions as the warm-up activities before the actual reading phase. In the reading materials, vocabulary knowledge in the form of translation of important words was also created. The writer also recorded her own voice reading the five developed narrative texts. The writer also completed the materials with an evaluation in the form of reading comprehension test. All of the items were constructed based on the indicators which had been created in the analysis phase.

After all of the reading materials along with its evaluation had been completed, the materials were transformed into an interactive multimedia. Thus, a storyboard was created to develop the interactive multimedia. The storyboard consisted of: (1) opening slide; (2) log-in; (3) home slide; (4) manual; (5) learning objectives; (6) materials; (7) evaluation; and (8) references.

All the paper-based designs consisting the local-content-based narrative texts and the storyboard of interactive multimedia were then 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 (See Appendix 2) which could be run in every PC or notebook.

Evaluation and Revision Phase
Self-Evaluation
In this phase, the writer evaluated the developed local-content-based narrative texts. From this self-evaluation, some misspellings and

Table 4. The Expert's Comments on Content Aspect

No	The Expert's Comment	The Writer's Response
1	a) In vocabulary knowledge part, use 'to' to show that the words are used as a verb. *"Color"*	a) All the verbs had been changed into to infinitive form. *"To color"*
	b) In the text 'Crow and Kuaw', the warming-up questions are not related. First you ask about the birds. Then you ask about shameless and selfish friend. *"Do you like shameless and Selfish friend?"*	b) The question was deleted.
	c) In evaluation, number 15, the sentence was too Indonesian: *"Snail raced against Mouse Deer by using an honest way"*	c) It was changed into: *"Snail cheated Mouse Deer in the race"*
	d) In evaluation, number 31, the sentence was a repetition: *"Kuaw had to color Crow's feather after Crow colored her feather."*	d) It was changed into: *"Kuaw had to color Crow's feather after she was colored by Crow"*
2	a) In "A dog which Became a Human": ✓ The use of '*weird*' can cause misinterpretation because previously '*weird*' (as you regard to the dog) means having a supernatural power. *"… He had a weird dog… Suddenly, a big and a weird boar was running from the bush…"* ✓ *"Then, it jumped into the river water"* b) In "The Origin of Why Tiger did not Want to Eat Rambang People": ✓ *"Day by day, there were a lot of people lost …"* c) In "Crow and Kuaw": *"After being colored, without saying thanks to Crow …"*	a) In "A dog which Became a Human": ✓ The word '*weird*' in '*dog*' was deleted. *"… He had a dog… Suddenly, a big and a weird boar was running from the bush…"* ✓ *"Then, it jumped into the river"* b) In "The Origin of Why Tiger did not Want to Eat Rambang People": ✓ *"Day by day, there were a lot of people disappeared…"* c) In "Crow and Kuaw": *"Afterwards, without saying 'thank you' to Crow …"*

ungrammatical sentences were found and revised. Besides, some of the uses of definite articles (i.e.: the) were not appropriate in the fables as the writer got information from the 2013 Curriculum book that the names of animals in fables were not used with the definite article (i.e.: the) due to their functions as characters of the stories. Thus, the word 'the' in the animal characters were deleted.

Expert Review

In terms of content validity (i.e. English), the expert reviewing the product was a lecturer of English in Sriwijaya University. The experts stated stated that the product was **valid with revision** and mentioned some comments.

In terms of construct validity (i.e.: 2013 Curriculum), the expert reviewing the product was a lecturer of Sriwijaya University whose expertise was in instructional design or curriculum. After reviewing the product, the expert stated that the product was **valid without revision**.

The product was then reviewed in terms of media by an expert of technology who was a lecturer of computer science in Sriwijaya University. After reviewing the product, the expert stated that the product was **valid with revision** and mentioned some comments. (see Table 5)

The result of the validity level of the product is presented in Table 6.

Table 5. The Expert's Comments on Media Aspect

No	The Expert's Comment	The Writer's Response
1	The full rotation of the arm had to be reduced.	The rotation of the arm had been reduced into normal rotation.
2	It was better to use songs from South Sumatera.	Songs from South Sumatera had been added.
3	If "Log In" was provided, then "Log Out" had to be provided as well.	The "Log Out" button had been added.
4	In evaluation, it was better to add next function and back function so that the users could check their previous answers.	The next function and back function had been added by creating "right arrow" button and "left arrow" button.
5	In evaluation, at the end of the evaluation session, add button "Submit" or "Finish".	"Submit" button had been added.

Table 6. Validity Level of the Product

No	Aspects	Average Score	Interpreta-tion
1	English (Content)	4.00	High Validity
2	Instructional Design (Construct)	4.33	Very High Validity
3	Media (Technology)	4.07	High Validity
	Average Score	**4.13**	**High Validity**

The result showed that in terms of content the obtained average score was 4.00 belonged to category "High Validity" . In terms of instructional design the obtained average score was 4.33 which fell at "Very High Validity" category. Then, in terms of media the obtained average score was 4.07 which was in the category of "High Validity". To determine its overall validity, the average score of scores above from each aspect was used. It was known that the average score was 4.13 falling at "High Validity" category. Thus, in conclusion, the developed interactive multimedia with local-content-based narrative texts was valid and at category high validity level.

One-to-One Evaluation

A questionnaire was administered to 3 students in one-to-one evaluation to determine the practicality of the product.

Table 7 showed the average score from the three students' scores was 4.21. It, therefore, can be concluded that the developed interactive multimedia with local-content-based narrative texts was practical and at very high practicality level.

Besides determining the practicality of the product, an interview was also conducted to gather students' comments and responses towards the product to know its strengths and weaknesses which were taken into consideration as the basis for the revision of the product. There were 3 students who used and evaluated the developed product and then they were interviewed one by one. Students's comments during the interview were displayed in Table 8.

From the students' comments, it can be concluded that the product had more strengths than weaknesses. There were also some suggestions by the students to be taken into consideration. In summary, the weaknesses and suggestions from students were: (1) the feedbacks responded slowly; (2) there were some confusing sentences or words that they could not understand; (3) the narrations were slow; (3) the directions in evaluation were not clear; (4) it would be better if material about 'Tenses' was created in the form of interactive multimedia.

In responding to those comments, there were some revisions or suggestions to be carried out and some others were not. The first suggestion or weakness which was not carried out was that the narrations were slow. The speed of the narrations

**Table 7. Result of Questionnaire
in One-to-One Evaluation**

Aspect	No	Average Score	Remarks
The match between materials and students' characteristics	1	4.33	Very high practicality
	2	4.33	Very high practicality
	3	4.33	Very high practicality
Material presentation	4	4.00	High practicality
	5	4.33	Very high practicality
Effectiveness and efficiency of the product	6	3.67	High practicality
	7	4.67	Very high practicality
	8	3.67	High practicality
Evaluation	9	4.00	High practicality
	10	3.67	High practicality
	11	4.33	Very high practicality
	12	4.00	High practicality
Attractiveness of Interactive multimedia	13	4.33	Very high practicality
	14	4.33	Very high practicality
	15	4.33	Very high practicality
	16	4.33	Very high practicality
	17	4.33	Very high practicality
	18	4.33	Very high practicality
The media quality	19	4.00	High practicality
	20	4.67	Very high practicality
	21	4.33	Very high practicality
	22	4.33	Very high practicality
AVERAGE SCORE		**4.21**	**Very high practicality**

was not increased because there was only one student thought that it was slow (i.e.: a student from high English proficiency level) while other two students (i.e.: a student from medium and another one from low English proficiency level) reported that the speed of the narrations was fair. Therefore, no change was made in terms of the speed of narration. The second suggestion which was not done was about the idea to add materials about 'Tenses' into the interactive multimedia. The reason was because 'Tenses' was not the focus in this study. The last one was there were some confusing sentences or words that they could not understand. Regarding this, there was no revision to be made as the difficult words might vary from one student to another. Besides, in every material, there would always be a new or confusing words that students did not understand and know the meaning.

Eventhough there were some suggestions not made, there were also some suggestions which were carried out. The revisions are described in Table 9.

Small Group Evaluation
Small group evaluation involved nine students of the eighth grade students of SMP Negeri 1 Sungai Lilin consisting of three students as representatives from each category (i.e.: high, medium, and low English proficiency). Students who were the participants in one-to-one test were not involved anymore in this phase. In this phase, the instruction was conducted in two meetings which the time allocation was 80 minutes per meeting. The first meeting was held on Wednesday, October 22nd, 2014 and the second one was held on Thursday, October 23rd, 2014. After the two meetings were conducted,

Table 8. Students' Comments in One-to-one Evaluation

No	Student's Names	Student's Comments
1	Student 1	**Some strengths**: (1) I felt challenged because in evaluation we had to answer by using our own views, not only copying the answers from the texts; and (2) The most interesting part was the animations because they were good like a real film. **Some weaknesses and suggestions:** (1) The feedbacks responded slowly; (2) The narrations were slow; and (3) The materials of narrative texts were already good. Perhaps it would be better if material about 'Tenses' was created in the form of interactive multimedia.
2	Student 2	**Some strengths:** (1) The materials of narrative texts were quiet clear and they made me curious; (2) There were some confusing sentences but there were more sentences I understood; (3) I felt challenged when I was using it because I was curious about what happened next; (4) The narration speed was fair; and (5) The most interesting part was the animations because if we did not know the meaning of sentences we just watched the animations and understood. **Some weaknesses and suggestions:** (1) There were sentences I did not know the meaning and perhaps other students did not know some meanings as well; and (2) My biggest difficulty in using the product was to understand the stories but the help of animations made me understand them.
3	Student 3	**Some strengths:** (1) The narration was in a fair speed; (2) I felt challenged because the product expanded my knowledge and I preferred this product to book as it was simpler and more practical; and (3) The most interesting part was the animations because tey were funny and the colors were bright like the dog, the mouse deer. **Some weaknesses and suggestions:** (1) My biggest problem was there were some words I did not understand; (2) The directions were clear. But the directions in evaluation were not clear; (3) There were a few confusing sentences; and (4) The difficult part was the questions in matching items were difficult. There were some words I did not know.

Table 9. Revision in One-To-One Evaluation

No	Students' Comments	The Writer's Response
1	The speed of feedbacks' responses was slow.	The speed of feedbacks' responses was increased.
2	The directions in evaluation were not clear.	Some words in the directions were translated into Indonesian in the form of hyperlink.

Table 10. Result of Questionnaire in Small Group Evaluation

Aspect	No	Average Score	Remarks
The match between materials and students' characteris-tics	1	4.44	Very high practicality
	2	3.56	Very high practicality
	3	4.89	Very high practicality
Material presentation	4	4.33	Very high practicality
	5	4.33	Very high practicality
Effectiveness and efficiency of the product	6	3.89	High practicality
	7	4.33	Very high practicality
	8	4.22	Very high practicality
Evaluation	9	4.33	Very high practicality
	10	4.44	Very high practicality
	11	4.33	Very high practicality
	12	4.44	Very high practicality
Attractiveness of Interactive multimedia	13	4.89	Very high practicality
	14	4.00	Very high practicality
	15	4.56	Very high practicality
	16	4.67	Very high practicality
	17	4.78	Very high practicality
	18	5.00	Very high practicality
The media quality	19	4.22	Very high practicality
	20	4.33	Very high practicality
	21	4.22	Very high practicality
	22	4.67	Very high practicality
AVERAGE SCORE		**4.40**	**Very high practicality**

a questionnaire was administered to the students to know the practicality of the developed interactive multimedia with local-content-based narrative texts. The practicality level can be seen in Table 10.

The result showed that all aspects in the developed interactive multimedia with local-content-based narrative texts were practical. Based on the result, from the total 22 items of the questionnaire, the average score from the nine students' scores was 4.40 which fell at very high category. It can be concluded that the developed interactive multimedia with local-content-based narrative texts was practical and at very high practicality level.

In addition to the questionnaire, an interview was also conducted in small group evaluation to get students' comments on the developed interactive multimedia with local-content-based narrative texts. Their comments are available in Table 11.

Field Test

The field test involved a real class of eighth grade students of SMP Negeri 1 Sungai Lilin consisting 31 students. The students participating in one-to-one and small group evaluation were not involved anymore in this phase. The field test in this study was conducted in two meetings with time allocation 80 minutes per meeting.

Prior to instruction in the first meeting, a pretest was conducted in order to know students' reading comprehension achievement before

**Table 11. Students' Comments
in Small Group Evaluation**

No.	Students' Comments
1.	Students reported that the materials of the narrative texts were already clear because of the animation.
2	Students reported that there were confusing sentences because they did not know some words which they had never heard/learned before
3	Students reported that they were challenged to learn the materials because there were animations, narrations, and pictures and the evaluation was difficult.
4	A few students reported the narration was fast but more students said the narrations were in a fair speed.
5.	Some students reported that the difficult part was that they did not know the meaning of some words.
6.	Students said that they would be able to learn by using the product independently at home because there were already directions, animation, and evaluation.
7.	Students reported that the parts they liked the most were the animations because they were funny and the evaluation because it had difficult and various question forms.

reading comprehension achievement before using the developed interactive mutlimedia with local-content-based narrative texts. Then, after the pretest was conducted, the instruction was carried out in two meetings in which the developed interactive mutlimedia with local-content-based narrative texts was used by students during the lesson. The first meeting was held on Wednesday, October 29th, 2014 and the second meeting was held on Thursday, October 30th, 2014.

After the instruction was carried out, a posttest was conducted to know their reading achievement after using the developed product.

This test was intended to measure students' reading comprehension achievement to determine the potential effect of the developed interactive multimedia with local-content-based narrative texts.

The result of field test is displayed in Figure 1.
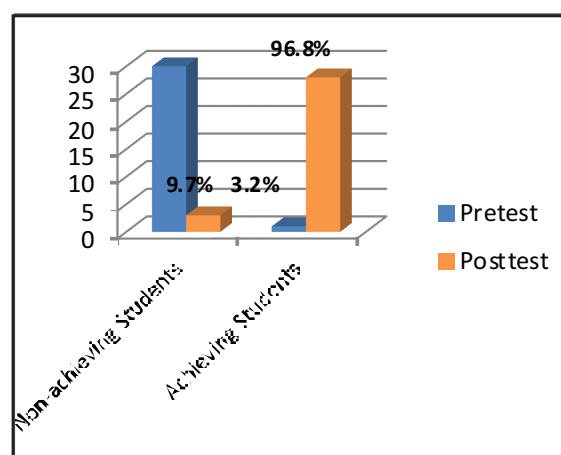
Figure 1. The Improvement of Students' Scores in Pretest and Posttest

The result indicated that there was an improvement in students' scores on reading comprehension achievement after using the developed interactive multimedia with local-content-based narrative texts. The number of students who reached the intended outcome score increased after using the product which the improvement was 87.1% (from 3.2% in pretest to 90.3% in posttest). In terms of non-achieving students, there was a decline which was 87.1 % (from 96.8% in pretest to 9.7% in posttest) after students used the developed interactive multimedia with local-content-based narrative texts showing that the product could facilitate students' reading comprehension and in some ways it could minimize students' barrier in reading and comprehending the texts. Furthermore, the number of students who passed the intended outcome score were 28 students or about 90.3% in posttest. Thus, it can be concluded that the developed interactive multimedia with local-content-based narrative texts had potential effect and its potential effect was in 'very high' category.

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the results discussed previously, there are some conclusions drawn which are as follows:

The developed interactive multimedia with local-content-based narrative texts was valid in terms of its content (English), construct (instructional design), and media (techno-logy) after being evaluated by three experts. Its validity was 4.13 indicating that the developed product had high validity.

The developed interactive multimedia with local-content-based narrative texts was practical after being tried-out and evaluated in one-to-one and small group evaluation. Its practicality was 4.21 in one-to-one evaluation and 4.40 in small group evaluation which was at very high practicality level.

The developed interactive multimedia with local-content-based narrative texts had a potential effect after being tried-out in the field test. As the number of students achieving the intended outcome score was 90.3%, it can be concluded that the potential effect of the product was very high.

Suggestions

Based on the findings of this study, there are some suggestions for teachers, students, schools, and other researchers. First, it is suggested that English teachers consider students' reading level, students' characteristics, learning environment, and readability of reading materials before teaching reading so that the materials and the instructional media match with the students' needs. Teachers also should use ICT-based instructional media as often as possible as suggested by 2013 Curriculum and even develop their own ICT-based instructional media. Second, it is suggested that students learn to read more and expand their vocabulary and improve their pronunciation knowledge to have a good reading literacy. They should also read and learn more about various original stories from South Sumatera in English so that they can learn English and their own culture simultaneously. Third, schools should provide the facilities for both teachers and students to implement ICT-based learning so that the learning is more effective, efficient, and enjoyable and encourage teachers to use and develop their own instructional media. Finally, researchers are suggested to develop other materials packaged in the form of ICT-based media. Based on a student's suggestion in this study, for instance, an interactive multimedia containing materials about 'Tenses' can be developed.

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APPENDIX 1

THE DEVELOPED LOCAL-CONTENT-BASED NARRATIVE TEXTS

TEXT 1

A DOG WHICH BECAME A HUMAN

Once upon a time, there was a villag. The name of the village was Sungai Bongen. Begalok was the headman of this village. He had a dog. It had a supernatural power. When it barked at a flying bird, the bird would fall down to the ground.

One day, the dog was sitting under a tree. Suddenly, a big and weird boar was running from the bush. The dog directly chased the boar all day long. Then, the boar was stuck in the side of Bongenriver. This river was wide. The water was heavy. "It's better for me to swim across the river. Then, I will be safe," thought the boar. Then, it jumped into the river.

Soon, the dog also arrived at Bongenriver. The dog saw that the boar was swimming in the river. However, the dog did not want to jump to the water to chase it anymore. Then, the dog barked. After the dog barked, the sky turned so dark. It was very cloudy. The thunder and lightning hit the place continuously. It was raining very heavily.

After the rain stopped, a statue of a big boar came up in the middle of the river. The boar had turned into a stone. The dog had also turned into a human.

(Translated and Adapted by Nova Lingga Pitaloka from: Departemen Pendidikan dan Kebudayaan, 1985)

MULTIPLE CHOICE QUESTIONS

Directions: Based on the text above, choose the best answer by clicking a, b, c, or d!

1. What is the main idea of the text above?
   a. A dog's change into a human
   b. A dog's change into a statue
   c. A boar's change into a human
   d. A boar's change into a dog
2. What is the purpose of the text above?
   a. To persuade the readers
   b. To discuss about a story
   c. To entertain the readers
   d. To argue about a topic
3. What does the story tell in paragraph 1?
   a. Orientation
   b. Complication
   c. Resolution
   d. The place where the story happened

4. "... jump to the water to chase it anymore." (paragraph 3) . What does the word "it" refer to?
   a. The dog
   b. The water
   c. Bongen river
   d. The boar
5. "... a statue of a big boar came up in the middle of the river." (paragraph 4) What is the closest meaning of the underlined word?
   a. Went
   b. Faded away
   c. Appeared
   d. Disappeared

TRUE FALSE ITEMS

Directions: Based on the text above, decide whether each statement below is true (T) or false (F) by clicking your answer!

6.   The dog had no special power.   (T) (F)
7.   The boar was stuck in a wide river called Bongen River.   (T) (F)
8.   The big boar turned into a statue after the dog barked.   (T) (F)
9.   The dog was successful to catch the boar.   (T) (F)
10. The boar jumped into the river because it was chased by the dog. (T) (F)

TEXT 2

MOUSE DEER'S RACE AGAINST SNAIL

Once upon a time, there was a smart Mouse Deer. On a sunny day, Mouse Deer wandered around the jungle. He accidentally met a Snail. Snail was walking very slowly.

Mouse Deer told Snail, "Hi, Snail, you walk very slowly. When will you get to your destination if you walk that slowly? I'm different from you. I arrive at my destination with only one jump". Snail became angry. He challenged Mouse Deer to have a race tomorrow afternoon. Mouse Deer agreed about the race and went away.

After Mouse Deer disappeared, Snail gathered all the other snails in that area. Snail asked his friends to form a line behind the bush from the starting line to the finish line. If Mouse Deer called, the snail which was in front of Mouse Deer had to answer it while Snail himself waited at the finish line.

The race time had come. Mouse Deer and Snail started to race. One minute later, Mouse Deer called Snail,"Snail, where are you?". "Kuk... I am here, in front of you!" replied Snail's friend. Mouse Deer was surprised. He accelerated his speed. Two minutes later, Mouse Deer called Snail again,"Snail, where are you?". "Kuk... I'm here, in front of you," replied another Snail's friend. Mouse Deer called Snail over and over. Strangely, Snail was always in front of him.Mouse Deer finally felt so tired. He gave up. Mouse Deer promised that he would not be arrogant anymore.

(Translated and Adapted by Nova Lingga Pitaloka from: Departemen Pendidikan dan Kebudayaan, 1985)

TRUE FALSE ITEMS
Directions: Based on the text above, decide whether each statement below is true (T) or false (F) by clicking your answer!

11.	The story tells about a race between Mouse Deer and Snail.	(T) (F)
12.	Snail became angry after Mouse Deer teased him.	(T) (F)
13.	Mouse Deer asked Snail to have a race tomorrow afternoon.	(T) (F)
14.	In the race, Mouse Deer was surprised because Snail was always in front of him.	(T) (F)
15.	Snail cheated Mouse Deer in the race.	(T) (F)

MATCHING ITEMS
Directions: Match each word in Column A to its meaning in Column B by dragging your answers into the provided spaces!

No	A	B
16	Race (…..…..…..…..…)	a. To increase speed and timing
17	Accidentally (…..…..…..…..…)	b. Speeding competition
18	To Gather (…..…..…..…..…)	c. A declaration of not doing or doing something
19	To accelerate (…..…..…..…..…)	d. To bring things/people together into one group in one place
20	Promise (…..…..…..…..…)	e. Unintentionally

TEXT 3
THE ORIGIN OF WHY TIGER DID NOT WANT TO EAT RAMBANG PEOPLE

   Once upon a time, there lived a group of Rambang people in a village. One day, they found a dead body. The dead body was full of wounds because of a Tiger's claws and bites. Day by day, there were a lot of people disappeared when they went to the forest.

   This bad news was heard by AdipatiRatu, the one who ruled this village. In anger, AdipatiRatu went to the forest. He fought with Tiger fiercely. AdipatiRatu said, "Just eat me as an exchange of my people. If I die, you may eat everyone you meet. But if I don't die, you may not eat Rambang people anymore".

   Then, Tiger attacked AdipatiRatu's body and swallowed him. Blood was everywhere. However, a strange thing happened. AdipatiRatu was back alive without a single wound. In a rage, Tiger attacked him over and over. The strange thing happened again. Finally, Tiger had no energy and gave up. "Alright, Adipati Ratu, I give up. I lose. My friends and I will not eat Rambang people anymore," said Tiger. Since back then, tigers did not eat Rambang people anymore.

   (Translated and Adapted by Nova Lingga Pitaloka from: Departemen Pendidikan dan Kebudayaan, 1985)

TRUE FALSE ITEMS
Directions: Based on the text above, decide whether each statement below is true (T) or false (F) by clicking your answer!
21. The goal of the text above is to describe a tiger.   (T) (F)
22. The fight between Adipati Ratu and Tiger happened in the forest.   (T) (F)
23. Blood was everywhere when Tiger attacked and swallowed Adipati Ratu.   (T) (F)
24. In the end, Tiger promised he would not eat Rambang people   (T) (F)
     because he won the fight.

MATCHING ITEMS
Directions: Match each word in Column A to its meaning in Column B by dragging your answers into the provided spaces!

No	A		B
25	Claw	(.......)	a. One
26	Anger	(.......)	b. A sharp, usually curved,nail on the foot of an animal, as on a cat, dog, or a bird
27	Single	(.......)	c. A strong feeling of displeasure or being angry

MULTIPLE CHOICE QUESTIONS
Directions: Based on the text above, choose the best answer by clicking a, b, c, or d!
28. What happened after Adipati Ratu heard about the bad news?
    a.   Tiger killed Rambang people
    b.   Tiger went to the forest
    c.   Adipati Ratu fought with Tiger
    d.   Adipati Ratu went to the forest
29. "Then, Tiger attacked AdipatiRatu's body and swallowed _him_." (paragraph 3)
     What does the word "him" refer to?
      a. Adipati Ratu
      b. Tiger
      c. Rambang people
      d. A man

30. Which statement is NOT CORRECT about the story?
    a. Tiger lost the fight against Adipati ratu
    b. Adipati Ratu lost the fight against Tiger
    c. Adipati Ratu loved Rambang people
    d. Tiger killed Rambang people

TEXT 4

CROW AND KUAW

Long time ago, there lived a bird named Kuaw. She was well-known of being fussy, selfish and shameless. One day, Kuaw visited another bird named Crow. She wanted to ask for Crow's help to color her feather.

"Hi, Crow! Please color my feather. I want to look beautiful," said Kuaw.

"Alright. But after I color your feather, you have to color my feather, too," said Crow.

"Alright," promised Kuaw.

Then, Crow started to color Kuaw's feather. It took long time to color her feather because she asked for various colors to decorate her feather. After being colored, without saying 'thank you' to Crow, Kuaw flew away and showed off her colorful feather to other animals. She forgot about her promise to color Crow's feather.

The next day, Crow visited Kuaw to ask for her promise. Kuaw agreed to keep her promise. She started to color Crow's feather. But, this evil Kuaw took black color only and poured it all onto Crow's feather. Knowing Kuaw's evil doing, Crow became very angry. "You are really shameless. I curse you that you cannot fly high anymore," shouted Crow. Since back then, crows' feather is always black and kuaw cannot fly high.

(Translated and Adapted by Nova Lingga Pitaloka from: Departemen Pendidikan dan Kebudayaan, 1985)

TRUE FALSE ITEMS
Directions: Based on the text above, decide whether each statement below is true (T) or false (F) by clicking your answer!

31. Kuaw had to color Crow's feather after she was colored by Crow   (T) (F)
32. Kuaw colored Crow's feather at Kuaw's place.   (T) (F)
33. Kuaw used various colors to paint the Crow's feather.   (T) (F)

MATCHING ITEMS
Directions: Match each sentence in Column A to its cause in Column B by dragging your answers into the provided spaces!

No	A	B
34	Kuaw visited Crow because...	a. Kuaw asked for a lot of colors to decorate her feather
35	It took long time to color Kuaw's feather because ...	b. Kuaw poured black color only onto the Crow's feather
36	Crow became very angry because ...	c. Crow cursed her
37	Kuaw cannot fly high because ...	d. Kuaw wanted to ask Crow to beautify her feather

MULTIPLE CHOICE QUESTIONS
Directions: Based on the text above, choose the best answer by clicking a, b, c, or d!
38. What is the purpose of the text above?
    a. To entertain or amuse readers/listeners
    b. To inform something to readers/listeners
    c. To tell someone's experience in the past
    d. To describe an animal
39. The resolution of the story is ...
    a. Kuaw visited Crow
    b. Kuaw did not keep her promise
    c. Crow visited Kuaw
    d. Crow cursed Kuaw that Kuaw could not fly high
40. We can learn many things from the story, **except**...
    a. We have to keep our promise
    b. We have to show off our beautiful body
    c. We have to say thanks for others' help
    d. We may not selfish and shameless

TEXT 5

DEER AND CENCIRAK BIRD

Once upon a time, there lived a married couple who was opening a land for making a field. In the middle of the land grew Bengkirai tree where Cencirak bird with his wife and children stayed in a nest on it.

The married couple wanted to get rid off the Bengkirai tree. Knowing this, Cencirak was worried about his wife's and children's safety. Finally, Cencirak asked for a help from a Deer which was eating the grass near the land. Wanting to save them, Deer was pretending to eat while walking slowly approaching Cencirak's nest. Arriving at the tree, Deer directly grabbed the nest and ran away to bring it in the safe place.

The next day, Deer was eating the grass near the same land as usual. However, his legs were caught by a trap made by the married couple to catch him for food. Suddenly, Deer remembered Cencirak and shouted, "Cencirak, Cencirak, where are you? Please help me!". In the forest, Cencirak heard the Deer's shout and flew fast to help him. Cencirak found out that Deer was being trapped and would be killed soon by the married couple with an axe. When the husband raised his axe, Cencirak and his wife flew and pecked the husband's two eyes. The husband shouted painfully. The axe fell down to the ground cutting the trap rope tying Deer's legs so that Deer's legs were free. Deer ran fast and shouted,"Thank you, Cencirak. You have saved me."

(Translated and Adapted by Nova Lingga Pitaloka from: Departemen Pendidikan dan Kebudayaan, 1985)

TRUE FALSE ITEMS
Directions: Based on the text above, decide whether each statement below is true (T) or false (F) by clicking your answer!
41. Cencirak stayed alone in a nest on Bengkirai tree.   (T) (F)
42. The husband used a knife to kill Deer.   (T) (F)
43. Deer's legs were free after the husband's axe cut the trap rope.   (T) (F)

MATCHING ITEMS

Directions: Match each sentence in Column A to its cause in Column B by dragging your answers into the provided spaces!

No	A	B
44	Deer's legs were free from the trap because ...	a. the axe fell down and cut the rope of the trap
		b. Cencirak had saved him
45	Deer thanked Cencirak because ...	c. Cencirak asked for a help from Deer

MULTIPLE CHOICE QUESTIONS

Directions: Based on the text above, choose the best answer by clicking a, b, c, or d!

46. What does paragraph 1 tell about?
   a. The resolution of the story
   b. The complication of the story
   c. The orientation of the story
   d. The conflict of the story

47. How many characters are there in the story?
   a. 7 or more
   b. 6
   c. 5
   d. 4

48. "... and ran away to bring *it* in the safe place" (paragraph 2)
   The word "it" refers to ...
   a. Cencirak Bird
   b. Nest
   c. Bengkirai tree
   d. Deer

49. Which of the following sentences is true about Cencirak bird?
   a. He did not love his family
   b. He did not protect his family
   c. He was not helpful
   d. He never forgot others' help

50. The following is true about the story, **except**...
   a. Deer was a helpful animal
   b. In the end, Deer died
   c. Cencirak bird loved his family
   d. Finally, Deer was free from the trap

APPENDIX 2

SAMPLE OF THE DEVELOPED INTERACTIVE MULTIMEDIA