



The Role of Interactive Learning Media in Improving Students' English Language Skills

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ABSTRACT

English cannot be separated from the continuity of life in the world; this happens because English is an international language that the world has recognized. This research aims to photograph and describe the perceptions of Indonesian Education University students regarding the role of interactive learning media in improving English language skills. This is because students will become iron stock in the future to answer all the challenges in this era of globalization by utilizing interactive learning media as a learning aid. This research is included in a quantitative study using a survey method that collects data through questionnaires. The research results show that the language skills mastered by students are dominated by the ability to read; the second language skill mastered by students is the ability to listen, followed by the ability to speak and, finally, the ability to write. Students obtain these skills through the learning process through courses taught and supported by interactive learning media.

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1. INTRODUCTION

English cannot be separated from the continuity of life in the world; this happens because English is an international language recognized by the world (Ayasreh et al., 2020; Baker & Ishikawa, 2021; Getie, 2020). With this background, it is not surprising that it is highly recommended that students master English as iron stock in the future. The President of Student English Activity-Universitas Muhammadiyah Yogyakarta (SEA-UMY) stated that the reason this happened was not only because English is an international language that will support communicating with other people but also that currently there are many references to support lectures that use those that store and express important information presented in English. Therefore, students must improve their English skills (Ongge, 2010).

Considering the critical role of English for students, universities are expected to make it a general subject studied in universities. Not only in universities, English is taught at all levels of education, from elementary, middle, and high to tertiary levels, to improve English language development and guidance. This is done to create a generation that can speak English to face the era of international globalization (Aziz & Kashinathan, 2021; Muslimin, 2020; Nurvrita, 2020). Nurjamal (2011) explained that language skills consist of four aspects: listening, speaking, reading, and writing.

In the current era of globalization, the learning process faces increasingly more significant challenges in line with scientific developments and in delivering learning material, especially during this pandemic. Students cannot only rely on the material provided by the teacher but also must take the initiative to search and learn independently. Using the internet to answer problems in learning can be used as a learning resource for students by providing interactive multimedia (Astuti et al., 2020; Rusydiyah et al., 2020). Multimedia integrates more than one media in communicating or combining various media such as text, sound, graphics, animation, video, images, and spatial models in computer systems (Kumar et al., 2021; Lisnawati, 2021). Learning using interactive media is an effort to create quality and support learning. So that when learning takes place, activities can be followed and enjoyed. It is beneficial in conveying information and can help simplify the teaching process, allowing teachers to practice the principles of object teaching and learning illustration (Matra, 2020; Nurmawati et al., 2021; Winarto et al., 2020).

Based on previous research entitled "The Influence of Learning Media on Student Motivation and Learning Outcomes in English Vocabulary Learning" by Dewi Ayu Nur Wulandari. This research aims to determine the effect of using multimedia for English vocabulary learning on student learning outcomes and motivation. The results reveal that multimedia learning has a positive effect (Wulandari, 2016). Apart from the research above, there is another research entitled "English Language Learning in Higher Education Facing the Challenges of the XXI Century," written by Rudi Afriazi. This research discusses how to implement English language learning in tertiary institutions to face the challenges of the 21st century. The results reveal that there is still a need for support from various parties related to learning English in tertiary institutions in order to prepare ourselves to face the challenges of the 21st century (Afriazi, 2016).

The difference between these two studies and this research is that the first study discusses the influence of learning media on students' motivation and learning outcomes in learning English vocabulary, and the second study discusses English language learning in tertiary institutions. Meanwhile, this research combines the two by discussing the role of interactive learning media in improving students' English language skills. In this paper, the target is students at the Indonesian Education University.

The problems raised in this research are the role of interactive learning media in improving English language skills, the language skills students at the Indonesian University of Education have, and the indicators mastered after using interactive learning media. This research aims to photograph and describe the perceptions of Indonesian Education University students regarding the role of interactive learning media in improving English language skills. This is because students will become iron stock in the future to answer all the challenges in this era of globalization by utilizing interactive learning media as a learning aid. Therefore, this research needs to be carried out to provide evaluation material and find out the extent of the role of interactive learning media in improving English language skills.

2. METHODOLOGY

This research is included in quantitative research using a survey method, which is carried out by collecting data through a questionnaire created and distributed through one of the messaging applications. This type of research is determined by the problems and objectives that have been formulated. Sugiyono (2019) stated that a survey is research carried out using questionnaires as a research tool on large and small populations. However, the data studied is from samples taken from that population so that relative incidence, distribution, and relationships between variables are found sociological and psychological. The population of this study was students from the Indonesian University of Education from various classes and study programs, 60 of whom were the sample.

The instrument used in this research is a questionnaire using the Google Form platform to facilitate research in getting respondents effectively; which contains questions that can be answered quickly by the respondents; where in this research, the respondents have been determined to be students at the Indonesian University of Education. from various classes and study programs. The instrument in this survey was created to find out what respondents think regarding the role of interactive learning media in improving the English language skills of Indonesian Education University students.

This research procedure begins with determining the title that will be raised, then determining twelve questions related to the title of this research, namely "The Role of Interactive Learning Media in Improving the English Language Skills of Indonesian Education University Students," and determining respondents who match the research title, namely students Indonesian University of Education students from various classes and study programs. After creating questions and presenting them in the Google form, the Google form link is then distributed via one of the conversation media, namely WhatsApp.

3. RESULTS & DISCUSSION

This research was conducted on students at the Indonesian University of Education, which had 60 students. Based on a survey conducted by distributing questionnaires, students' opinions were obtained regarding the importance of English for studying in higher education; the following are the results:

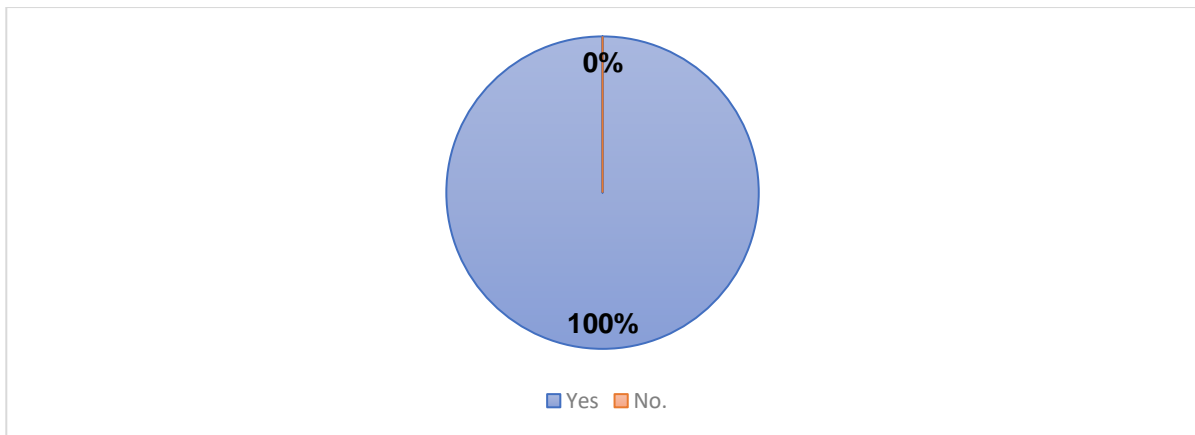


Figure 1. Students' Opinions Regarding The Importance of English to be Studied in Higher Education

Based on the survey results, all 60 student respondents agreed that English is essential to study in college. One response stated that studying English in higher education is essential because "English is an international language, and many lessons or textbooks use English." The respondents' opinions align with those expressed by [Ongge \(2010\)](#), who stated that English is essential to learn because English is an international language. Currently, many lecture support references are used to store and express important information in English.

The following are students' opinions regarding interactive learning media helping to improve English language skills:

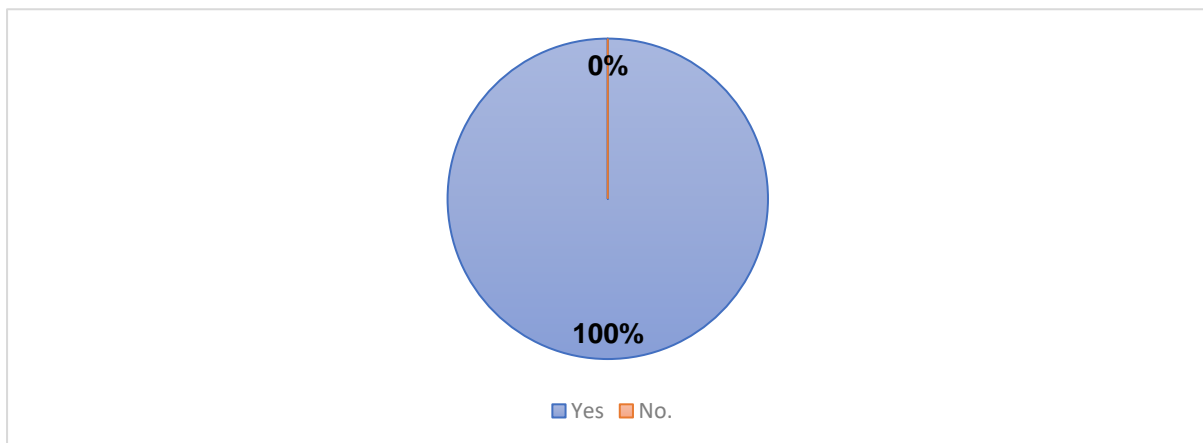


Figure 2. Student Opinions Regarding Interactive Learning Media Helps to Improve English Language Skills

Based on the survey results obtained, all respondents, totaling 60 students, agreed that interactive learning media helps to improve English language skills. Respondents tend to think so because using multimedia-based interactive learning media such as images, audio, and video helps them understand the material. This aligns with what [Matra \(2020\)](#) expressed, who stated that teaching to practice the principles of teaching and learning illustration using objects is beneficial in conveying information and can help simplify the teaching process. The interactive learning media students use include the Duolingo application, YouTube, Future Learn, and films. The following are language indicators mastered by students:

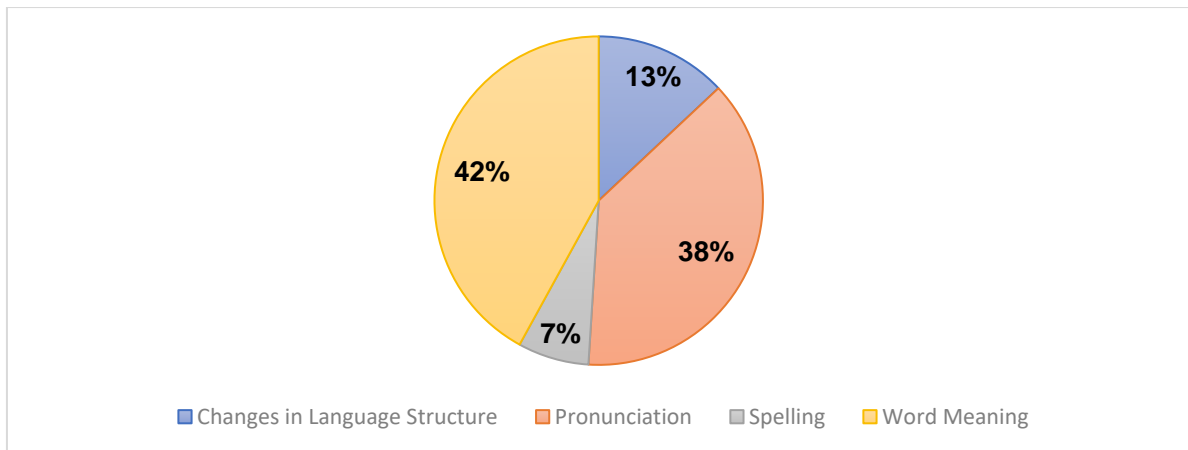


Figure 3. Language Indicators Mastered by Students

Based on data from diagram 3, it can be seen that the percentage of language indicators mastered by students is different. The language indicator mastered by students is dominated by the word meaning indicator, with a percentage of 42% or 25 students; the second language indicator mastered by students is the pronunciation indicator, with a percentage of 38% or 23 students, followed by the sentence structure change indicator with a percentage of 13% or eight students. Then, the spelling language indicator was used with a percentage of 7% or four students. Students have mastered all the language indicators by relying on interactive learning media.

Several students who chose pronunciation indicators revealed they used them when chatting with friends from various countries because each region has particular phonemes. This is in line with Sailun stated in (Suri, 2012), who stated that the pronunciation between English and Indonesian vocabulary occurs because each language has different particular phonemes. Several students who chose the language indicator of word meaning or (meaning) revealed that they got this indicator because they were used to writing or audio in English, so their brains were unconsciously being trained in that habit. This is in line with several previous studies which found that the meaning of new foreign language words is suitable for the brain's working processes; by thinking and remembering new words, you will also add new vocabulary (Festman, 2021; Hounhanou, 2020; Yurko & Protsenko, 2020).

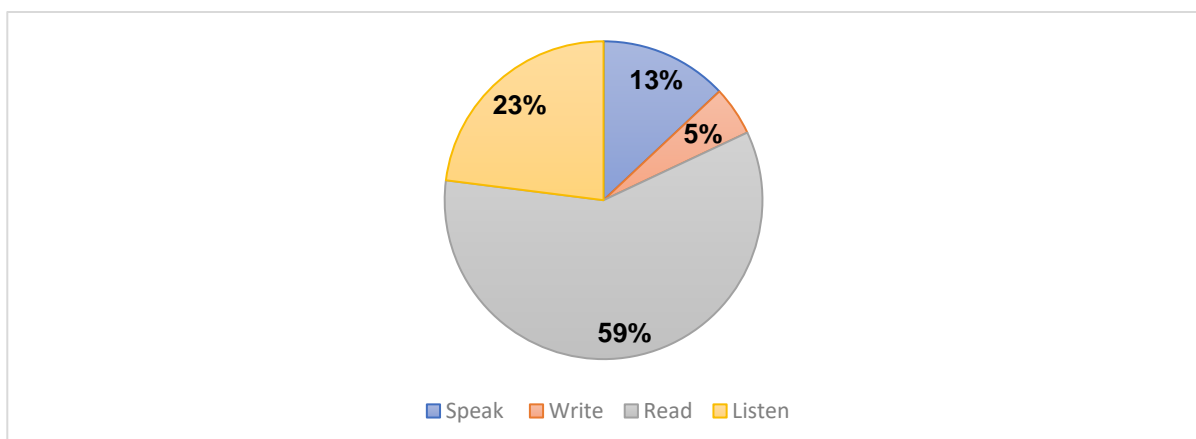


Figure 4. Language Skills Mastered by Students

Regarding the language skills mastered by Indonesian educational university students after using interactive learning media, there are differences of opinion between students. The language skills mastered by students are dominated by reading ability, with a percentage of 59% or 35 students; the second language skill mastered by students is listening ability, with a percentage of 23% or 14 students, followed by speaking ability, with a percentage of 13% or eight students, then the ability to writing with a percentage of 5% or three students, where all language indicators are considered to have been mastered by students by relying on interactive learning media.

Several students who chose reading ability stated they did this when reading journals, reference materials, and writings that provided helpful information. This is in line with what was mentioned by [Apriliana \(2016\)](#) and [Haryati \(2017\)](#), who state that reading ability refers to understanding people's intentions and thoughts expressed through writing to add to the information they have. Several students also expressed the reason for choosing listening ability because of this. This is often done during lectures when listening to material presented by the lecturer and listening to people talking. This aligns with Schawrtz's opinion in Octaviana (2018), who said that adults use half of their communication activities to listen, while students receive almost 90% of the information. On campus from listening activities. Then, students choose the ability to speak because they often convey what they feel, want to talk about or try to convince other people through the words they say. This aligns with previous research that speaking can usually be divided into five groups: informing and convincing ([Haucsa et al., 2020](#); [Levrini et al., 2021](#); [Sesanti et al., 2021](#)). Meanwhile, the last skill is writing, where students reveal that they write to describe what they feel through writing.

4. CONCLUSION

Based on research and discussion on the role of interactive learning media in improving the English language skills of Indonesian Education University students, it is concluded that interactive learning media is essential to study in tertiary institutions because it plays a vital role in communication skills both in pronunciation, spelling, changes in language structure, meaning obtained. by students from the use of interactive learning media. The percentage of these indicators is that the language indicator mastered by students is dominated by the word meaning indicator, the second language indicator mastered by students is the pronunciation indicator, followed by the sentence structure change indicator, and finally, the spelling language indicator. By using interactive media, all students agree that this media can improve their English language skills. The abilities students master consist of listening, speaking, reading, and writing.

The percentage of these skills is that language skills mastered by students are dominated by reading ability; the second language skill mastered by students is listening ability, followed by speaking ability, and then the last is writing ability. Students obtain these skills by going through a learning process through courses taught and supported by interactive learning media, which is used continuously to study the material provided by the lecturer.

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