

Utilizing APIK Interactive Learning Media to Improve Literature Through Presenting Response Text

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Abstract

Reading and writing are basic literacy that still needs to be cultivated, including for students. One of the literacy strategies is through learning. This research is Classroom Action Research (CAR) which aims to improve literacy in responding to texts through the use of APIK interactive learning media. The CAR in this study employed the model of Kemmis and Mc Taggart (1992). This research was conducted in two cycles, with each cycle consisting of planning, action, observation and evaluation/reflection stages. Each cycle was carried out for six meetings. Data collection was carried out using student activity observation sheets and learning outcomes tests which were analyzed quantitatively and qualitatively with descriptive analysis. In its application, it uses APIK syntax: (1) A, apperception or giving stimulation, (2) P, Pahami, students conduct surveys and listen to media, (3) I, implement, students compose response texts (4) K, communicate, students present their work. The subjects of this study were students of SMP Negeri 3 Peterongan, class 9H, for the academic year 2022/2023, as many as 27 students. The instruments used are observation sheets, documentation sheets, and the students' writing in response texts. In the first cycle, the group's results were 100% complete, individually 70% completed. As for the second cycle, the group completed 100% and individually 93%. Thus, there is an increase in student learning outcomes in the form of responding to texts. It can be concluded that APIK interactive learning media can improve students' literacy through responding to texts.

Keyword: *interactive multimedia, APIK, literacy, response text.*

1. Introduction

Interesting learning media can increase students' motivation and enthusiasm for learning. Especially in this all-digital era, teachers must have the skills to design digital media, so students are not 'abandoned'. Brown (1983:17) states that educational media of all types increase important roles in enabling students to reap benefits from individualized learning and that all forms of learning media can increase their role so that students benefit from different learning. Multimedia is a combination of several media such as text, images, sound, animation, video and others designed by the teacher in an integrated and synergistic manner using tools such as computers and other electronic equipment to achieve certain goals (Ivers & Barron, 2002). In this sense, it implies that each multimedia component must be designed,

processed, and manipulated by the teacher (media maker) and integrated digitally using a computer device or the like (Surjono, 2017).

Writing skills are an essential element in learning Indonesian. The end of every basic competency in any text always ends with compiling or presenting the text. However, writing or compiling texts is one of the less enjoyable lessons, including compiling response texts, for most students, including at SMP Negeri 3 Peterongan class IX-H. Moreover, so far, the value of their writing skills has yet to reach the Minimum Completeness Criteria (KKM) standard set by the school, which is 80. The average value of writing skills in the previous IX-H class still needs to meet these criteria. Because writing is a skill that must and is vital to be mastered by students, writing needs to be trained for them. Through

writing, students can convey their ideas or ideas in writing, master all their potential, and convey ideas coherently and systematically. They can train themselves always to think critically, logically, and creatively.

In fact, if students are not skilled in writing, it means they are not skilled in conveying or communicating their ideas through writing well. In addition, some Indonesian teachers in junior high schools also admit that it is challenging for their students to master this skill because writing is one of the most difficult skills for most students. In fact, learning to write is a fundamental competency that always presents at every level in every text in Indonesian language learning, including in response texts. The situation is in accordance with the opinion of Nurgiyantoro (2012: 296), which states that writing skills are more difficult to master than the other three language skills. One reason is that writing skills require mastery of various linguistic elements and elements outside of language. Elements of language and matters relating to written content must be cohesively and coherently intertwined to produce coherent writing.

There are several factors that make students not meet the KKM standards that have been previously set, namely factors from within (internal) and factors from outside (external). This is in accordance with the opinion of Kuncoro (2009: 6), which states that the leading causes that hinder writing activities are internal and external factors. Internal factors come from within the students themselves, for example, writing motivation, knowledge of technical and writing quality matters, writing exercises, and lack of information about writing competitions. The external factors come from outside the students; for example, the writing task given by the teacher is less interesting or challenging, the way of presenting writing learning is boring, teacher guidance is not optimal, and so on.

Based on this description, learning to present response texts as one of the basic competencies that students must master requires media that can make it easier for students to achieve learning objectives. Text response contains a response, in the form of support or rejection, to a thing or event supported by appropriate supporting data to strengthen the response (Mulyadi, 2015). Text response contains the delivery of responses about an event, phenomenon, issue, or other things with in-depth

analysis from various points of view. An effective and fun media is needed to facilitate learning to compose response texts. Therefore, research use of APIK Interactive Learning Media to Improve Literacy through Presenting Response Texts is needed. The term APIK in this study refers to the meaning of APIK as something fun and is also an acronym for Apperception, Pahami (Understanding), Implementation, and K, Communication. This APIK acronym is the steps for writing learning activities carried out by students.

The inspiration for finding the term APIK is based on the Cooperative Reading and Composition (CIRC) cooperative method proposed by Slavin (2015). Cooperative learning is carried out in the process, while student bills are of two types: group and individual. The APIK model is inspired by the CIRC method, which provides students with a learning experience in writing that is preceded by reading activities. CIRC is a comprehensive method for learning to read and write integratively. That is, learning to read and write is an integrated unit and is carried out with cooperative learning. In groups, students understand the text model and then write the text. In this study, the reading stage was carried out by students in the early part of learning, namely at the P stage (Pahami) after doing Apperception. Then they start drafting until the finalization of their writing or the implementation stage up to presenting, presenting, and improving it. This activity is the last stage, namely Communication.

The authors assume this APIK model can improve students' literacy because they seek, read, understand, and process various learning resources as much as possible before they write. Learning resources that are relevant to the type of text being studied and text sources based on the topic or content they will write. This activity will certainly improve their literacy. In this case, literacy is not only interpreted as reading and writing activities but as a complete activity to develop thinking skills, reasoning, arguing, and imagining.

This research also invites students to be able to write response texts according to the structure and linguistic elements. In addition to improving literacy, this activity improves students' critical and creative reasoning skills. Apart from being one of the basic competencies of class IX, this text aims to improve students' skills in conveying their ideas about the problems that exist around them or the

ability to criticize problems based on students' experiences and observations of a phenomenon that exists in today's society. Thus, the learning they experience becomes meaningful and contextual.

2. Methods

This research used classroom action research. The research design model uses the Kemmis and Mc Taggart (1992) model by going through several cycles of action and consists of the following four components. The action plans to improve were change of behavior and attitudes as a solution. The planning stage was done by developing action plans based on identifying problems in the initial observations before the research was carried out. The action plan included all the detailed action steps and all needs for implementing classroom action research. These were teaching materials, lesson plans, learning methods and strategies, the approach used, research subjects and observation techniques, as well as instruments adjusted to the plan. At this stage, the researcher designed learning tools, including the media. In addition, researchers also planned the time or research schedule. The research was conducted in July, the second week of 2022 through four meetings or twelve hours of lessons. RPP, LKPD, media, and research instruments are attached.

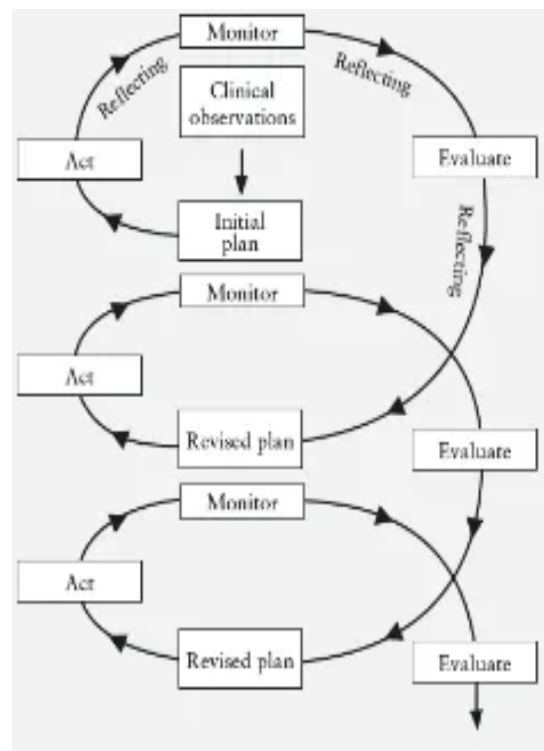
The researcher took treatment or action to improve or change the desired. The implementation of the action was adjusted to the plan that had been made previously. The implementation of the action is a process of classroom learning activities as a realization of the use of APIK interactive learning media in the basic competence of presenting prepared response texts. The results obtained are expected to improve student learning outcomes as research subjects. In addition, the study's results are expected to provide reflection and evaluation of the learning that occurs in the classroom. The observation included the results or impact of the actions carried out on students. The observation phase was an activity of direct observation of the implementation of the actions taken in the CAR. The main purpose of observation was to determine whether changes occur with the implementation of ongoing actions. Based on the observation sheet that has been made, the observer conducted the ongoing learning research.

Evaluation is an activity to examine, see, and consider the results or impacts of actions based on various criteria. Based on the results of this reflection, the researcher and the teacher revised improvements to the original plan. Through reflection, the teacher is able to determine what has been achieved, what has not been achieved, and what needs to be improved in the next lesson. Therefore, the action's result needs to be studied, seen and contemplated, both in terms of the learning process between teachers and students, media, and evaluation.

The description of the Kemmis and Mc Taggart classroom action research model is as follows. The description of the Kemmis and Mc Taggart classroom action research model is as follows.

Figure 1

Plot of CAR Kemmis & McTaggart's Model (Afandi, 2013, 16)



The researcher collected qualitative and quantitative data. Qualitative data are in the form of a description of the process and learning outcomes based on observations and work results of students. In addition, the data in this study were obtained from learning journal notes, reflection journals, lesson plans documents, and learning media documents.

Quantitative data used in this study are in the form of the level of completeness processed based on an assessment rubric that has been determined and agreed with the students. Based on the data on the level of completeness, the data on the percentage

of students' completeness is obtained. The data sources in this study were teachers and students of class 9H for the academic year 2022/2023, as many as 27 children. The description of data and data sources is in table 1 below.

Table 1

Research Objectives, Data, and Data Sources Research

Objectives	Data	Sources Data
1. Describes the Use of APIK Interactive Learning Media to Improve Literacy through Presenting Response Texts of 9H students in the 2022/2023 academic year at SMP Negeri 3 Peterongan?	Description based on the 9H grade teacher implementation of learning responses and by utilizing APIK interactive learning media in the basic competencies of text response	students
2. Describing learning outcomes Using APIK Interactive Learning Media to Improve Literacy through Presenting Response Texts in class 9H for the 2022/2023 academic year at SMP Negeri 3 Peterongan?	The value of basic competence presents the response text	9H class students

To obtain correct and accurate data in this study, the researchers used several methods as follows. The observation is done through class activities observation; direct observation of students by paying attention to students' behavior in the teaching and learning process. Researchers get a direct picture of how the behavior of students, cooperation, and communication between students in groups and learning. At this observation stage, the researcher was assisted by collaborators, namely the researcher's colleagues who also taught in class IX. The instrument used was an observation list.

Assessment of learning outcomes or the work of students in the form of response texts aims to determine the improvement in student learning outcomes. Students' work is assessed based on a predetermined rubric. Furthermore, the results of the assessment are grouped based on learning completeness. The instruments used are student worksheets and assessment rubrics. Researchers use documentation method as the approach to determine the actual state of learning. Documentation includes notes during learning, learning photos, and learning journals of teachers and students. The instruments are used in the form of anecdotal notes and learning journals.

Analyzed data were obtained from the results of observations of teacher and student activities, the results of field notes, and the results of student evaluations. The data were in the form of observations of teacher activities, and the results of field notes are analyzed through descriptions and conclusions. Data from the evaluation of students and the results of observations of student activities were analyzed with numbers. The criteria for individual learning completeness of students 9H SMP Negeri 3 Peterongan reach 80. Meanwhile, the criteria for mastery of classical learning are if 75% of students have achieved 80 individual learning mastery. To analyze students' learning mastery classically and student activities, the following formula is used.

Classical learning mastery analysis used the formula:

$$PT = \frac{\epsilon T}{\epsilon S}$$

Description :

PT = Percentage Score Completed

ϵT = number of students who get a score of 80

ϵS = total number of students

As for the category of student activity using the following table.

Table 2*Student Activity Criteria*

No.	Percentage of student activity	Category
1.	86% Pa 100%	Very Active
2.	68% Pa 85%	Active
3.	51% Pa 67%	Less active
4.	Pa < 50%	Very less

Source: Slameto, 1999

Description: Pa = Percentage of student activity

3. Finding and discussion

This first cycle of class action research began to be carried out on Saturday, July 16, 2022, in class 9H of the 2022/2023 academic year at SMP Negeri 3 Peterongan, Peterongan District, Jombang Regency. Cycle 1 was carried out in 6 meetings with a time allocation of one week equal to 6 x 40 minutes. There are two basic competencies used, namely competencies 3.8 and 4.8. Competency 3.8 have the substance of studying the structure and language of the Response Text (environment, social conditions, and/or cultural diversity, etc.) in the form of criticism, rebuttal, or praise that is heard and/or read. Meanwhile, competency 4.8 includes expressing criticism, refutation, or praise in response to text orally and/or in writing by paying attention to structure and language. Learning begins by examining the structure and linguistic elements of the response text. Next, students compose a response text. In compiling the response text, students focus their writing on the theme of Schools for All.

The first cycle is planned for six meetings, twelve hours of lessons, or 12 X 40 minutes. The learning activities are divided into two basic competencies, namely KD 3.8. as knowledge competence and KD 4.8. as competency skills. Knowledge competence is a prerequisite so that in writing response texts, students apply the structure and linguistic features of the response text. This activity can be a pre-writing activity. Basic competence 3.8 is planned for two meetings or four hours of lessons. On the hand, competency 4.8 is planned for four meetings or eight hours of lessons. The scheme mentioned above is in accordance with what was planned in the

RPP that the researcher had made (attached). From the lesson plans, the researchers describe in the media in the form of MPI APIK videos which are planned to be displayed on an LCD in the classroom or the school ICT lab. In addition, observation sheets and questionnaires have also been provided according to the required number.

According to the planning, research in cycle 1 is the implementation of the actions as follows.

a. Pre-writing activities

First, the teacher and students perform apperception or problem orientation, namely: the teacher and students discuss the previous learning (KD 3.7 and 4.7); students discuss the findings of the issues they have read as independent assignments at the previous meeting; students with teacher guidance formulate learning objectives; students are motivated to make questions from a text response (e.g., what issues are discussed, how the steps in the text work, what are the results); students get a text to be studied with a common theme and get worksheets to discuss.

Second, the teacher organizes students by dividing them into groups with consideration of group heterogeneity. Students name their groups and divide group assignments to find the correct answer about the structure and linguistic elements of the text response for the stage of understanding. Then, the teacher facilitates students to conduct investigations by listening to the learning videos made by the teacher at the link <https://youtu.be/SaWTJAEA2t0>. This video can be watched by students anywhere and anytime. The activity of listening/watching learning videos can be seen in Figure 2.

Figure 2

Collaborator help researcher to watch video MPI on ICT laboratory



Third, the teacher guides students in group and individual investigations. This stage is carried out with steps (1) the teacher motivates and helps students to get the correct information; (2) students look for the right learning resources to obtain the correct data; (3) students discuss the LKPD that the teacher has given; (4) students formulate the structure of the text response with each marking its parts; and students formulate the linguistic characteristics of the response text. Stages (3) and (4) are the implementation.

Fourth, students develop and present. The learning activities are as follows. First, students discuss how to formulate their findings in groups regarding the structure and linguistic elements of the text response accompanied by data/facts and logical reasons, written on flipchart/manila/asturo paper that the teacher has facilitated. Second, students present the results of their group work to other groups with fellow models (odd to odd), group 1 to group 3, 2-4, and vice versa; the presentation is done at once. This stage is stage K (communicate).

Fifth, students analyze and evaluate. The activities are (1) students analyze the results of a

friend's presentation by responding to a friend's work that has been displayed; (2) students improve their group results based on the input of friends and teachers; (3) as well as students listen and do practice questions on the SAC link <https://bit.ly/3aOZMu4>.

b. Writing activities

At this stage, students compose response texts with the following steps: (1) Apperception, the teacher and students review the previous activity; (2) Understand, the teacher organizes students according to the chosen topic/problem; students discuss how to collect data for their response texts; the teacher facilitates students to conduct investigations through the link <https://youtu.be/ZP9Hcoo-FoY>; (3) Implement, students, discuss the worksheets that the teacher has given; students write contexts, descriptions, and assessments of the selected problems; students compose response texts individually accompanied by data/facts and logical reasons; (4) Present, students present the results of independent work in groups. This activity can be seen in Figures 3 below.

Figure 3

Display of MPI APIK learning media Response Text



c. Post-writing activities

Students present their results to be commented on by friends and teachers as a post-writing activity. Students edit the response text from these comments or inputs to make it more perfect. In the final stage, teachers and students reflect on learning activities. The teacher assigns

students to write individual response texts as a final project. In addition, the teacher distributed a questionnaire about the day's learning individually before the lesson ended. The results of the first cycle in groups and individuals are as follows.

Table 3*Learning Outcomes Using MPI APIK Cycle 1*

No.	Groups/Individual	Complete or incomplete amount	Complete percentage	Description
1	Groups (6 groups)	6 groups have been completed	100%	
2	Individual (27 students)	19 completed 8 not completed	70%	Does not meet the classical standard of completeness

Observations were made by two collaborators made observations. The first collaborator is a colleague who is also the research secretary and the second collaborator is a lecturer who is also a research member. The results of observations in the first cycle can be described as follows.

a. Based on the implementation 1, the category is very good because everything has been carried out from the introduction to the closing as shown in table 4 below.

Table 4*Category Implementation Learning*

No	Category Implementation	Yes/No (√/0)
1.	Introduction	
	1. Motivate students	√
	2. Students understand the characteristics of the text response (question and answer)	√
	3. Build initial knowledge	√
	4. Explain learning objectives	√
2.	Activities	
	1. Students understand the text of the response text	√
	2. Explaining the learning steps	√
	3. Organizing students to learn	√
	4. Guiding students to understand learning techniques	√
	5. Guiding students to practice thinking skills	√
	6. Develop students to practice writing response text	√
	7. Students present the written response text	√
	8. Provide assistance and feedback	√
3.	Closing	
	1. Teacher concludes the activities or learning outcomes	√
	2. Explains things that are difficult or poorly understood by students	√
	3. Teachers and students reflect on learning outcomes	√
	4. Teacher rewards students whose performance good	√

b. Based on students' and teachers' activities in the very active category, 93% of students are active

as shown in the indicators in table 5 below.

Table 5*Criteria Observation of Student and Teacher Activities*

A. Very active	B. Fairly active	C. Less active
1. Students respond to teacher explanations	1. The class is quiet	1. During teaching and learning activities the class is very crowded
2. Asking things they don't understand	2. Only some students are willing to respond	2. All students do not listen to the teacher's explanation
3. Doing assignments from the teacher quickly and deftly	3. Students do the assignments from the teacher	3. Students play alone with their friends
4. Enthusiastic about new things		
5. Respond enthusiastically to media and learning techniques		

Information Percentage of Student Activity:

- 1) Very Active, 75 –100% Active Students
- 2) Moderately Active, 51%-- 74% Active Students
- 3) Less active, 50% Active Students

For Evaluation and reflection stages. Teachers and collaborator mentor discuss the students and their groups during the learning process. Even though the teacher has provided links for reading sources, in practice, there are still some students who cannot use reading sources for references in writing their texts. Although the target group has been met individually, the results of the first cycle have not met the expected target. This individual incompleteness is primarily because they only copy-paste their group assignments, namely four children. In fact, the teacher expects them to be able to write response texts individually.

In addition to reading sources and time allocation, the theme problem becomes difficult for students. The school theme for all is less popular with them. In fact, the term inclusion is not understood by some students. Therefore, the second cycle needs to be carried out by changing more popular themes for them.

The second cycle is planned for the second and third weeks of August 2022. Researchers prepare to learn media (MPI) different from the first cycle. It refers to the results of the first cycle evaluation. The students expected a different theme. After the researchers agreed with them, the theme of bullying

was chosen, which is currently in the public spotlight, such as the case of bullying in one Islamic boarding school in Jombang and the most prominent Islamic boarding school in East Java.

MPI APIK in the second cycle can be seen on the researcher's youtube link: <https://youtu.be/Na3gHQjj4ns> or the researcher's TikTok on the link <https://vt.tiktok.com/ZSRmtuGR2/>. The planning for the second cycle is only for basic competence 4.8 or skills, namely presenting response texts.

Cycle two activities are as planned, starting on August 8, 2022. If the first cycle starts with collaborative learning through small groups first, then the next step is individual learning. Cycle two starts with individual learning. This was done based on the results of the first learning cycle; many students copied their group assignments for their individual assignments.

Cycle two begins with A or apperception, namely reviewing the results of cycle one. Teachers and researchers convey the need for honesty in writing their ideas and increasing references to make writing more information-dense. In addition, references need to strengthen the arguments and authentic evidence for the author's opinion. In the P, pahami (understand) activity, students conduct a survey to get the right reference source and look for some examples of response text models. The main additional reference in this second cycle is the Stop Bullying Guide book published by the Ministry of Education and Culture in 2018. The next activity

is for students to watch learning videos shown by the teacher or they can repeat them at home or when they can access the internet at the link <https://youtu.be/Na3gHQjj4ns> or <https://vt.tiktok.com/ZSRmtuGR2/>.

After students understand the text model and add references, they do the next stage, I (implementation). At this stage, students compose a response text with the theme of bullying. The last stage is K

(communicate), which presents the results of their work. In individual activities, students exchange their writings with their friends in group activities. Students as group representatives present to other groups together. Furthermore, group assignments are displayed and responded to by other groups. The learning outcomes using MPI APIK in cycle two are shown in table 6 below.

Table 6

SLearning Outcomes by Utilizing MPI APIK Cycle 2

No.	Groups/Individual	Number of completed/not completed	Percentage completeness	Remark
1.	Groups (6 groups)	6 groups completed	100%	
2.	Individu (27 students)	25 completed 2 not completed	93%	Meet the classical standard of completeness

In the observation activities, researchers received assistance from collaborating lecturers. Mrs. Dian Uswatun Hasanah, M.Pd. He was pleased to be present to observe the research in the second cycle in class 9H on Saturday, August 13, 2022. In accordance with the results of the previous communication, he observed collaborative learning by presenting response texts. The researcher gave an observation sheet and a description sheet for observation. The observation sheet contains the learning indicators carried out by the researcher. On this sheet, the observer ticks according to the learning indicator that has already been mentioned.

As for the observation description sheet, the observer or collaborator describes the teacher's learning activities in detail.

Before making observations, researchers and observer discussed the technical implementation of observations. Observations were made during the third and fourth hours or at 09.15-10.35. The next activity is to discuss the results of observations made. In this activity, the researcher was assisted by colleagues and collaborating lecturers to document the learning. The results of his observations are as follows (table 7).

Table 7

Learning Observations Evaluation of MPI APIK Learning Outcomes

No	Aspect	Score (4,3,2,1)	Individual	Description
1.	Completeness of learning tools	4	complete	100%
2.	The suitability of the use of learning media with KD	4	very appropriate	100%
3.	Application of effective learning:	4	very effective	
	1. Learning media			
	2. Learning strategies			
	3. Class management			
	4. Giving meaningful assignments			
4.	Learning steps up to 'creating' or producing works	4	very well	

No	Aspect	Score (4,3,2,1)	Individual	Description
5.	Application of the concept of 'literacy in learning' starting from seeking/finding information— processing—organizing—using/utilizing information—generating new information	4	Very well implemented	
6	Managing thinking and acting skills	4	very well implemented	
7	The assessment rubric is in accordance with the tasks given by the teacher	4	very well implemented	
8	How is the follow-up to this learning innovation? 4 (very easy to implement) 3 (easy to implement considering the schedule and school policies) 2 (thinking about it) 1 (impossible to implement)	3		

Information

4 = very good

3 = good

2 = quite good

1 = less

The description of the learning by the observer lecturer is as follows.

OBSERVER'S NOTES

Early

Activities Learning activities for the Indonesian language subject with the theme of writing response texts that day started at 08.30 WIB. The classes that I observed were all male students. The teacher starts the class by saying greetings, giving motivation to be more enthusiastic about learning at that hour. Before starting to enter the response text material, the teacher asked and answered questions with students regarding the material that had been presented at the previous meeting. At the previous meeting, students also received material about the response text. So the meeting that day was the second meeting with the discussion of the response text. The teacher conveys the results of writing student response texts at the previous meeting with the results of student writing that are less than optimal.

Core

Activities The core activity begins with the teacher dividing the class into several groups. Each group is given a different reading text. The reading text given is actual, according to the current situation and conditions. Students are asked to read and understand the reading text. After reading the text, each group was asked by the teacher to share the task. From home, students have prepared materials for making posters. Students are asked to make posters pasted with reading texts, and also some responses from students to the reading texts. Posters are also requested to be decorated and equipped with supporting images. While working on group assignments, the teacher and observers go around to see the process of working on the task. The students looked enthusiastic and excited to do the assignment. When finished, the results of the posters made by students per group are then presented in front of other groups. Before the presentation, students in one group were asked to present group chants together. This makes the classroom atmosphere more enjoyable.

Final

Activities The learning activities of the day ended with reflections by the teacher together with the students. In addition to concluding the material, the teacher also assigns students to the upcoming meeting. The learning activities that day had implemented appropriate models, strategies, and assignments.

Based on evaluation and reflection showed the learning outcomes in cycle two, students were more enthusiastic than in cycle one. Students are encouraged to be more active in learning. Moreover, they get assistance from lecturers as observers in their classes. Students want to give a good impression to others. In addition, the themes and presentations of MPI APIK in cycle two are

more interesting and facilitated in adding reading sources as capital for writing response texts. That is why the researchers asked them to campaign against bullying by making infographics. Eventually, their infographic will be posted on social media.

Learning in cycle two is quite challenging and fun, as can be seen from the reflections written by 9H students. They expect learning in an apperception

stage, individual and group guidance, interesting media, enough time to learn, and everything they need to be well facilitated. However, more than fun learning is needed to give satisfactory results. Students' metacognitive development skills need special attention. That is, how students are able to search, add, find, analyze, and utilize the correct information for their writing capital. This is the main target of developing literacy in learning.

Researchers, at the same time, act as teachers. In this case, they have tried to improve students' literacy skills by giving them the opportunity to take them to the information technology laboratory owned by the school. However, it is not enough to do it during learning hours. Students should increase their information by looking for reading sources or references, but they cannot do this because of many factors. One of them is the problem of opportunities and restrictions on the part of pesantren for students to access the internet.

The research results in the second cycle the percentage of success also reached 93% or 25 of the 27 students had completed. There are still only two students who still need to finish. These two students got remedial treatment. After being remedial by inviting them to understand the structure of the response text, the two students revised their work to meet the minimum completeness criteria standards. Thus, in the end, 100% of students have completed. The student products produced are not only in the form of response texts but also in the form of infographics and short stories with the same theme that they have made in the response texts in this second cycle, namely "Anti-bullying".

Research on the use of interactive multimedia has been carried out by Romi Siswanto, *Journal Didaktika Dikdas*, Vol. 6, No. 2, July 2022. The title of the research is *Development Of Class 10 English Learning Media To Improve Students' Writing Skills*. The results of his research show that the implementation of the media which is named "Learn English Better" based on Android gives a score of 73.2 so based on these results it can be concluded that this multimedia is suitable to be used to improve English writing skills in Jombang State Senior High School. Meanwhile, Siti Istiqomah conducted research on response texts, with the title *Teaching To Write Response Text Through Zoom Meeting Applications And Wa Groups: A Comparative Research*. Research published in the

Journal of Education Quality Circle, Volume 18 No.1, June 2021, 107-113 shows that the score for the last cycle of students writing response texts in Zoom-meeting class was 83.00 and the WhatsApp group was 70.63 so there is a difference of 12.37% between WhatsApp group and Zoommeeting group. It can be concluded that the use of the Zoom-meeting and WhatsApp applications can improve students' ability to write response texts.

Although research on interactive multimedia and response text has been carried out, the authors have not found research that combines the two. Moreover, there is no research that combines three variables, namely interactive multimedia, literacy, and response text. Therefore, this research has its own characteristics. This research has its uniqueness. In addition, this research differs from similar research that has been done before. These differences include the type of MPI, teaching materials or content, literacy developed, and research subjects. Thus, the results of this study complement previous research with the theme of interactive learning media, so this research complements previous similar research. In addition, this research will also serve as a reference for future similar studies. The uniqueness dan difference of this research will be explained below.

According to most of the students who were the subject of this research, basic literacy activities, namely reading and writing were less fun. As many as 22 of 27 students or 81% of students are not interested in reading or writing. This can be seen in the initial questionnaire to find out the preferences of students in reading and writing (the questionnaire is attached). The reasons given by these students were varied, but most (15 of 22 students) admitted that they did not like reading or writing. They prefer playing football or games rather than having to read or write.

Even more concerning, based on the student questionnaire, it was found that more students seldom read additional books than textbooks. They were even reading the lesson because the teacher or parents asked. This kind of situation is a challenge for teachers as well as researchers. Teachers must be more creative and innovative so that these challenges can be parsed. There are several alternative solutions, for example, by providing methods and media that are varied and fun for students.

If the indicator is 4 student observation sheets, namely the question of how to write according to

students? 81% of students answered difficulty. They admit that they even write because they have to. Most of their reasons are because of the assignment of Indonesian language subjects, which is 22 out of 27 students or 81%. While the rest write when there is free time or if the atmosphere is supportive. Thus, schools need to develop literacy improvement strategies for students.

According to Wiedarti et al. (2016), three literacy strategies can be developed in schools: habituation, development, and learning. Habituation aims to foster interest in reading activities within the school community. The growth of interest in reading is fundamental to the development of students' literacy skills. The literacy activity in development aims to develop the ability to understand reading and relate it to personal experience, think critically, and cultivate creative communication skills through activities responding to enrichment readings. At the learning stage, some bills are academic or related to subjects. Reading activities at this stage support the implementation of learning, for example, reading materials or various reading sources.

This research has developed a literacy strategy for the learning stage by providing various reading materials per the learning theme. Every APIK interactive learning media is always equipped with a reading source link. There are four MPI APIK, all of which are equipped with reading source links.

This, of course, supports literacy development at the learning stage. Although the prohibition of accessing the internet still constrains some students (especially those living in dormitories). Researchers try to facilitate them by taking them to the ICT laboratory when learning Indonesian.

Based on the results of cycle one and cycle two, there is an increase in the ability to write response texts using APIK interactive learning media. This can be seen from the first cycle's results, where 19 of 27 students completed or 70%, while in the second cycle 25 of 27 students completed or 93% of students have completed. Even the results of student portfolios in the second cycle were more varied. The difference in percentage in the first and second cycles is 23%. This can be possible because students prefer the theme in the second cycle over the first one. In addition, of course, it must be realized that not all methods and media are suitable for all students.

As a whole, the students had reached the maximum completeness criteria in the first cycle, which was 100%. This can be possible because when they study in groups, their thinking is more open and they have more input than when they do individual learning. In addition, the biggest mistake in the first cycle for individual learning is that 8 children or 30% rewrite their group assignments into individual assignments. The results of cycles one and two are shown in table 8 below.

Table 8

Learning Outcomes Using MPI APIK Cycles 1 and 2

No	Cycles	Group	Individual	Completeness (%)	Completeness (%)
1.	Cycle 1	6 complete groups	19 complete 8 incomplete	100%	70%
2.	Cycle 2	6 complete groups	25 completed 2 not complete	100%	93%

Incompleteness in the first cycle is due to the lack of references read by students. In addition, the leading cause is the student's mistake when plagiarizing group assignments for individual assignments. The eight unfinished students were given remedial by explaining their lack of a task in compiling their own response text. Next, they were given additional reading material to rearrange the response text.

In the second cycle, the students' incompleteness errors were due to the lack of structure in their

response texts and spelling and technical errors, for example, capitalization, space, spelling, and others. For these students, the teacher provides a remedial explanation of how to write according to the correct Indonesian language rules. Next, they revise their writing.

The problem of linguistic rules is an important 'note' for researchers. For students to be skilled at writing, activities related to producing learning products in the form of writing students need to learn about linguistic rules that refer to the use of

standard Indonesian spelling, namely the General Guidelines for Indonesian Spelling (PUEBI). This is essential to be taught because these skills they needed at any time. Although there is learning about linguistic elements in each text, this needs to be deepened, considering that students' mastery of it could be more optimal.

Regarding the diction or choice of words used by students, the teacher, as a facilitator, needs to invite students to improve students vocabulary mastery. Learning that can be done is to provide as many reading sources or references to students as possible. In addition, the frequency of practicing writing is a determining factor in word choice. If students often practice and revise their writing, their writing skills will improve. Writing is a skill that needs to be constantly practiced.

4. Conclusion

This research is classroom action research. The research design model uses the Kemmis and Mc Taggart (1992) model, starting with a plan, acting, monitoring, evaluating, and reflecting. The research subjects were 9H grade students of SMP Negeri 3 Peterongan for the academic year 2022/2023. This research was conducted from July to September 2022. Please also write the objective of this research.

The first cycle begins with planning media and other learning tools. APIK's interactive learning media (MPI) in learning videos is shown and shared on the researchers' social media. Students can access it anywhere and anytime. There are three MPI in the implementation of this first cycle.

In accordance with the acronym APIK (Apperception, Understand, Implement, and Communicate), learning begins with apperception of the response text. Students relate their initial knowledge of the Response Text they know (apperception) until they understand the response text's concepts, features, structure, and linguistic features (understand). Furthermore, they read various text models and reading sources to enrich their knowledge of the text and add references to write response texts (implement). When they are finished, they present their work in front of their friends (communicate). As a result, as a group, they succeeded in compiling response texts and individually still, 70% or still 19 children out of a total of 27 students.

Cycle two begins with presenting the results of reflection in the first cycle and discussing the theme for the second cycle. The second cycle theme is 'Anti-bullying' because of the many cases of bullying, mainly in the school environment. The results of this second cycle, both as a group and individually, were both completed. As a group, 100% and 93% have been completed individually.

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