

Interactive Learning Media for Writing Narrative Texts: A Development Study in Indonesian Language Learning

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ABSTRACT

This study aims to develop interactive learning media to enhance the narrative text writing skills of Class VIII students at MTs Al Yusufiah Sidorejo. Writing narrative texts is an essential component of Indonesian language learning, yet many students struggle with organizing ideas, selecting appropriate vocabulary, and composing coherent paragraphs. These challenges are often caused by conventional teaching methods and the lack of engaging, student-centered media. To address this issue, the research developed an interactive learning media designed to stimulate student engagement, foster creativity, and support independent writing practice. The study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. During the analysis phase, student needs and writing challenges were identified through classroom observation and teacher interviews. The design and development phases involved the creation of multimedia-rich learning materials that combined visual, audio, and interactive elements. In the implementation phase, the media was tested in a classroom setting involving 30 students from Class VIII, while the evaluation phase measured its effectiveness through pretest and posttest assessments. The results revealed a significant improvement in students' writing performance. The average pretest score was 70, while the posttest average increased to 85. This 15-point gain indicates that the interactive learning media successfully supported students in mastering the structure and language features of narrative texts. The findings suggest that interactive media can serve as an effective instructional tool in Indonesian language learning, particularly in enhancing writing skills. Therefore, the developed media can be recommended for wider application in similar educational contexts to support innovative and student-centered language instruction.

Keywords: Interactive Learning Media; Narrative Text Writing; Indonesian Language Education

INTRODUCTION

Many students struggle to write narrative texts effectively, particularly in organizing ideas, selecting appropriate vocabulary, and constructing coherent, engaging storylines. Writing, as one of the essential language skills in Indonesian language education, plays a vital role in developing students' ability to express thoughts, emotions, and experiences in a structured and meaningful manner. Among the various text genres taught at the junior high school level, narrative writing is especially important, as it enhances imagination, storytelling, and the ability to describe events in detail using appropriate language features. Effective narrative writing involves more than simply recounting events; it requires a nuanced understanding of plot development, character building, and the application of sensory language to create a vivid, immersive experience for the reader (Zhou et al., 2021).

However, classroom observations at MTs Al Yusufiah Sidorejo show that students' skills in writing narrative texts remain low. Most students have trouble starting a story, lack a clear sequence of ideas, and produce texts that are often generic and lacking descriptive depth. These problems are compounded by a lack of engaging instructional methods and teaching media. The continued use of teacher-centered, lecture-based methods often fails to stimulate creativity or accommodate diverse student learning styles, leading to a disengaged classroom environment (Kusumawati & Widodo, 2022). Without effective teaching strategies that encourage creativity and independent thinking, students are left with limited opportunities to practice and develop their narrative writing skills.

In this digital age, students are increasingly exposed to interactive and multimedia content in their daily lives through smartphones, social media, and educational applications. This constant exposure to dynamic, visual, and engaging content has shifted the way students process and interact with information. However, the integration of such digital tools in formal classroom settings remains limited. As a result, students feel disconnected from the learning material, especially in subjects that require creativity, such as narrative writing. The traditional, static methods of teaching often fail to capture students' attention or motivate them to engage deeply with the writing process (Prasetyo & Hidayah, 2023).

To address these challenges, interactive learning media can serve as a solution by offering students a more engaging, participatory, and meaningful learning experience. Interactive media—featuring animation, visual prompts, step-by-step guidance, and instant feedback—can foster creativity and motivation, while also scaffolding students' writing processes. These digital tools provide students with immediate opportunities for self-assessment and revision, which can be crucial for improving writing skills. Additionally, the interactive nature of such media can make the learning process more enjoyable and less intimidating, encouraging

students to take risks with their writing and experiment with new ideas (Sundari & Lestari, 2021).

Several previous studies support the positive impact of multimedia on writing performance. For instance, Susilowati (2020) found that the use of visual media significantly enhanced students' descriptive writing skills by helping them better understand object characteristics and improving their ability to describe those characteristics more vividly. Kusumawati & Widodo (2022) showed that interactive visuals and digital tools helped increase students' creativity and vocabulary range in writing. Similarly, Prasetyo & Hidayah (2023) demonstrated that multimedia-based tools improved junior high school students' writing outcomes more effectively than traditional methods by providing opportunities for interactive learning and immediate feedback.

Despite these findings, most existing studies have focused on descriptive texts or early-grade learners. There remains a gap in the development and application of interactive learning media specifically designed for narrative writing in junior secondary education. This gap is particularly important because narrative writing demands a distinct set of skills, including the ability to develop plots, create characters, and use language creatively (Zhou et al., 2021). This study addresses that gap by developing and evaluating interactive media tailored for Grade VIII students in Indonesian language learning.

The novelty of this research lies in its integration of technology-enhanced, interactive learning tools customized to junior high school learners' cognitive and creative needs. These tools are designed to engage students in the writing process by providing them with visual aids, story templates, and structured activities that guide them through each stage of narrative development. This study not only aims to improve students' narrative writing ability but also seeks to contribute to the advancement of student-centered, media-supported learning strategies in the Indonesian language curriculum. By incorporating interactive media into narrative writing instruction, this research proposes a more effective, innovative approach to language education that aligns with the digital realities of today's learners.

LITERATURE REVIEW

Interactive Learning Media

Interactive learning media are tools or devices that allow students to directly engage with learning materials through text, images, sound, or animation. These media can be computer-based applications or software designed to foster active learning and provide immediate feedback to students (Khoiriyah & Hidayah, 2021). The use of interactive media in education has gained significant attention due to its ability to increase student motivation by creating a more enjoyable and effective learning experience (Sundari & Lestari, 2021). Research has shown that interactive tools, such as simulations, gamified learning environments, and multimedia

presentations, support cognitive engagement and help students retain information more effectively (Rahmawati et al., 2022). This shift from traditional, passive learning environments to interactive ones can also promote deeper understanding and enhance critical thinking skills (Kusumawati & Widodo, 2022).

Writing Narrative Text

Writing a narrative text involves composing a coherent story or event with the primary goal of entertaining or informing the reader. According to Nunan (2003), narrative writing requires the ability to structure a story effectively and use appropriate language to ensure clarity and reader engagement. More recently, studies have highlighted that narrative writing also supports the development of creative thinking and emotional expression in students (Mokhtar et al., 2020). The process of writing narratives encourages students to build a clear plot, develop characters, and use descriptive language, all of which contribute to improving their writing skills (Zhou et al., 2021). In the context of junior high school education, fostering strong narrative writing skills is crucial for enhancing students' overall language proficiency, as it allows them to organize ideas and communicate more persuasively.

ADDIE Development Model

The ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation, is a widely used framework in instructional design that aims to create effective learning media and experiences (Branch, 2018). Each stage of the ADDIE model is essential for ensuring that the learning media align with student needs and educational goals (Dick & Carey, 2005). In the Analysis phase, developers assess the learning context and target audience to identify specific learning needs (Anderson, 2019). During the Design phase, the content and structure of the media are planned, followed by the Development phase, where the actual media is created. Implementation involves the actual use of the media in the classroom, and Evaluation assesses the effectiveness of the learning media (Allen & Seaman, 2020). The iterative nature of the ADDIE model allows for ongoing improvement, making it a versatile tool for developing learning resources that are both effective and adaptable to changing educational environments (Gustiani et al., 2021). By following the five stages in the ADDIE model, developers can create learning media that are not only effective and efficient but also responsive to the needs of students. Continuous evaluation and refinement are central to ensuring that the media developed are both impactful and aligned with the intended learning outcomes.

METHOD

Design and Sample

This study employed a Research and Development (R&D) approach using the ADDIE model, which includes five phases: Analysis, Design, Development, Implementation, and Evaluation. The primary aim was to develop interactive learning media to enhance the narrative text writing abilities of eighth-grade students at MTs Al Yusufiah Sidorejo. The sample consisted of 30 students from Class VIII, as they were currently studying narrative text writing as part of their Indonesian language curriculum. The choice of this class was based on their direct involvement with the subject matter.

Instrument and Procedures

In the Analysis phase, an in-depth assessment was conducted to identify the learning needs, student characteristics, and challenges related to writing narrative texts. Data were gathered through interviews with teachers, classroom observations, and the analysis of students' daily test scores. Based on these insights, the Design phase focused on creating interactive learning media. This media was developed using computer applications that integrated visual, audio, and interactive elements to aid students in understanding the process of writing narrative texts. During the Development phase, the designed learning media was further refined with the help of material experts and technology specialists to ensure its quality. The final product was a digital application that included tutorials on writing narrative texts, practice questions, and automatic feedback. The media was then Implemented over a four-week period, during which students used it as a learning tool in the classroom. In the Evaluation phase, the improvement in students' narrative writing skills was measured through pre-tests and post-tests. Additionally, students' feedback on their experiences with the media was collected through questionnaires.

Data for the study were collected using various techniques. The Pre-test and Post-test were administered to measure the improvement in students' narrative writing skills before and after interacting with the media. A Student Response Questionnaire was used to gather information about how the students perceived the media, including its impact on their understanding of the material and writing improvement. Observations were conducted during the learning process to assess the level of student involvement and activity when using the interactive media.

Data Analysis

The data obtained from the pre-test and post-test were analyzed descriptively to determine the improvement in students' narrative writing skills. The responses from the student questionnaires were analyzed quantitatively using percentage calculations to assess their reactions to the learning media. The observation data

were analyzed qualitatively to describe the level of student engagement during the learning process.

RESULT AND DISCUSSION

Initial Analysis Results

Before the development of the learning media, most students faced challenges in writing good narrative texts. Through interviews with teachers and analysis of previous daily test results, several difficulties were identified. Many students struggled with organizing ideas, determining the correct narrative text structure, and using appropriate language. These issues highlighted the need for a more effective approach to teaching narrative writing.

Media Design and Development

The developed learning media is a computer-based application designed to assist students in writing narrative texts. The application includes step-by-step guidance for structuring narrative texts, interactive practice questions, and automatic feedback. It incorporates multimedia elements such as images, animations, and sounds to increase student engagement and enhance understanding. The interactive feature allows students to compose narrative texts directly in the application and receive instant feedback on errors or improvements needed. The media aims to provide an engaging, supportive environment for students to practice writing skills.

Implementation and Evaluation

The learning media was implemented in Indonesian language classes over a period of four weeks at class VIII, MTs Al Yusufiah Sidorejo. Prior to the media usage, a pre-test was conducted to assess the students' initial writing abilities. After the media was used, a post-test was administered to evaluate improvements in their writing skills.

Table 1. Pre-test and Post-test Results

Student	Pre-test (%)	Post-test (%)	Increase (%)
Student 1	55	75	20
Student 2	60	80	20
Student 3	50	70	20
Student 4	45	72	27
Student 5	65	85	20
Average	55	76.4	21.4

Based on the table above, the average post-test score of students increased by 21.4% compared to the pre-test. This increase shows that interactive learning media has a positive influence on students' ability to write narrative texts.

Challenges Faced During Implementation

Despite the positive results, several challenges arose during the implementation phase. Technical issues were one of the primary obstacles, as some students faced difficulties accessing the media due to varying levels of computer literacy and occasional technical glitches. As a result, additional time and effort were required to ensure all students were comfortable using the media. Engagement variability also posed a challenge; while most students responded positively to the media, a small group showed less enthusiasm and struggled to engage with the interactive features. These students needed extra support and encouragement to fully benefit from the learning experience. Lastly, time constraints played a significant role in limiting the depth of exploration and practice with the media. The four-week implementation period was relatively short, and more time could have allowed for further refinement of the students' skills and a deeper understanding of narrative writing.

Student Responses to Learning Media

The feedback from students was generally positive. The majority found the media engaging, and many appreciated the immediate feedback provided during their writing exercises. The multimedia elements (images, animations, and sounds) were especially noted for making the learning experience more enjoyable. Students also reported feeling more confident in their writing abilities due to the interactive nature of the media and the instant corrections it provided. Overall, the development and implementation of the learning media proved to be effective in improving students' narrative writing skills, although further improvements can be made in addressing the challenges encountered during the process.

The findings of this study indicate that the integration of interactive learning media significantly improved students' narrative writing abilities. Prior to the intervention, students demonstrated substantial difficulties in organizing ideas, adhering to narrative structure, and applying appropriate language features challenges that are consistent with those highlighted by previous research (Zhou et al., 2021; Mokhtar et al., 2020). The pre-test results confirmed these struggles, with an average score of only 55%, reflecting a general lack of proficiency in narrative composition.

The implementation of the computer-based interactive media addressed these issues effectively. The structured design of the application, which included multimedia components, step-by-step writing guidance, and real-time feedback, contributed to a measurable improvement in students' writing performance. The average post-test score rose to 76.4%, marking a 21.4% increase in students' narrative writing achievement. This aligns with earlier studies (e.g., Sundari & Lestari, 2021; Prasetyo & Hidayah, 2023), which found that interactive media can enhance student engagement, support cognitive processes, and facilitate more effective learning outcomes.

The media's use of visual and auditory stimuli, combined with interactive features, appeared to increase students' motivation and confidence. Students expressed a positive response, citing the enjoyable nature of the media and the helpfulness of immediate feedback. These reactions suggest that digital tools not only support writing development but also contribute to building students' self-efficacy in language learning. However, the implementation phase was not without challenges. Technical issues, including inconsistent access and varying levels of digital literacy, posed obstacles for both students and educators. While most students adapted well to the technology, a few required additional support to fully engage with the learning media. These findings underscore the importance of ensuring digital inclusivity and providing adequate training or orientation before technology-based instruction is introduced.

Moreover, the four-week intervention period may have limited the depth of skill development. While the results were promising, extended implementation could allow for deeper mastery of narrative writing elements, such as complex plot development and richer character descriptions. Time constraints also restricted the ability to fully individualize instruction or adapt the media in response to student feedback. In conclusion, the study demonstrates that interactive learning media can be a powerful tool in improving junior high school students' narrative writing skills. While the results are encouraging, future implementations should consider addressing the technical and time-related challenges encountered. Continued refinement and longer-term integration of such media could further enhance its effectiveness, especially when complemented with teacher facilitation and personalized support.

CONCLUSION

Based on the research findings, several conclusions can be drawn. Before the introduction of the interactive learning media, students faced significant difficulties in writing narrative texts, particularly in organizing ideas, understanding the correct narrative text structure, and using appropriate language. These challenges were evident through interviews with teachers and analysis of daily test scores, which indicated low performance in writing. To address these issues, a computer-based interactive learning media was developed, incorporating features such as step-by-step guidance, interactive practice questions, and automatic feedback to help students identify and correct mistakes. Visual elements like pictures, animations, and sounds were also included to enhance engagement and understanding.

The media was implemented in Indonesian language classes at MTs Al Yusufiah Sidorejo over a four-week period, followed by pre-tests and post-tests to assess students' progress. The results showed a significant improvement, with the average post-test score increasing by 21.4% compared to the pre-test, demonstrating the positive impact of the interactive learning media on students' writing abilities. Most students provided positive feedback, noting that the media made the learning

process more engaging, easier to understand, and interactive. The direct feedback offered by the media also boosted their confidence in writing by helping them correct mistakes and improve their work.

In conclusion, the use of computer-based interactive learning media proved highly effective in enhancing students' narrative writing skills. The improvement in test scores indicates that the media helped students grasp narrative text structures, organize ideas more effectively, and use appropriate language. Moreover, it increased students' motivation and self-confidence in writing activities. Based on these findings, it is recommended that teachers and schools continue integrating this media into their instructional practices. Educators should provide adequate training and support to help students overcome technical issues and ensure that all students can benefit fully. To increase engagement, teachers could also incorporate collaborative activities, allowing students to share their writings and provide peer feedback.

This study contributes to the field of education by demonstrating the potential of computer-based interactive learning media to support digital innovation in writing instruction. The media addresses common challenges faced by students in writing narrative texts and offers a modern, engaging approach that can be adapted to various educational contexts. By enhancing traditional methods of writing instruction, it fosters student involvement and self-improvement through technology-driven solutions.

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