Development *E-Text* Interactive For Learning Indonesian Vocabulary For Class 3 Primary School Students

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Abstract

Vocabulary plays an important role in language skills, one of which is understanding reading. *E-text* Interactive is a choice of teaching media that can be used for vocabulary learning. However, *e-text* Interactive activities developed for learning Indonesian vocabulary are still limited. This development aims to produce *e-text* interactive with features to facilitate learning Indonesian vocabulary and determine the increase in student learning outcomes after using it *e-text* interactive. The 4D model by Thiagarajan was used in this development, but was carried out until the development stage. Development involves expert testing and product testing on small and large groups. The development results show *e-text* interactive is very suitable for use for vocabulary learning, and is successful in improving students' vocabulary learning outcomes. Development *e-text* interactive can then use more innovative interactive features and develop them for learning vocabulary in other languages.

Keywords: Interactive E-text; Vocabulary Learning; Interactive Features; Dictionary; Language Skills

1. Introduction

Learning Indonesian is an effort to teach students with the aim that students acquire good and correct Indonesian language skills (Khair, 2018). Language skills include listening, reading, speaking and writing skills (Tarigan, 2021). Listening skills are the ability not only to listen, but also to understand what is conveyed through spoken language (Mulyati, 2014). Furthermore, speaking skills are the ability to express thoughts verbally (Nurgiyantoro, 2004). Meanwhile, reading skills are abilities that not only recognize and sound written symbols, but also understand the text being read (Mulyati, 2014). Meanwhile, writing skills are the ability to express thoughts through writing (Nurgiyantoro, 2004).

In communicating, language skills play an important role. Without good language skills, students will have difficulty communicating which can be seen from their inability to express what they are thinking (Hanum, 2019). To achieve good language skills requires mastery of sufficient and appropriate vocabulary (Hanum, 2019; Tarigan, 2021). According to Kurniawati & Karsana (2020), vocabulary mastery is the ability to recognize, understand and apply words in a language correctly. By mastering good vocabulary, students can develop language skills, make it easier to understand information, communicate well, and express their thoughts and feelings (Kurniawati & Karsana, 2020).

The results of the initial analysis of class 3 at SDN Bareng 5 show that class 3 students' mastery of Indonesian vocabulary is still low. This can be seen from the students' lack of ability to understand reading texts and understand the messages conveyed by the teacher when communicating using Indonesian which contains vocabulary that is foreign to them. Apart from that, the learning media used is still less varied, namely using printed books as the main media

in the learning process. Pranowo (2009) states that the ability to understand reading is influenced by vocabulary mastery. According to Syamsi (1998), vocabulary learning methods are divided into direct methods and indirect methods. The direct method can be implemented by providing word definitions directly and through context clues such as providing synonyms, antonyms, examples and pictures. Meanwhile, indirect methods can be done through reading, listening, speaking and writing activities.

In reading printed books, children need help from the teacher when they encounter unknown words (S. Lee & Choi, 2022). However, sometimes teachers are not always able to provide assistance to students (Heidemann, 2012). Pranowo (2009) states that using a dictionary and applying word usage is the fastest way to understand vocabulary. However, according to Heidemann (2012) children sometimes have difficulty using traditional dictionaries to learn words. Therefore, *e-text* Interactive with features such as dictionaries can be a solution that can provide instant assistance to students, such as reading texts and explaining the definitions of unknown words.

E-text interactive provides a different experience from conventional text on paper (Clinton-Lisell et al., 2021). *E-text* interactive can present various interesting interactive features such as audio narration accompanied by highlighted text, dictionaries, *hyperlink*, quizzes, games, and *hotspot* (Dalton, 2014; Sargeant, 2015; Mcnelly, 2018; Clinton-Lisell et al., 2021). According to McNelly (in McNelly & Harvey, 2021), interactive features allow users to interact with the parts in the *e-text* according to their wishes. One of the commonly used interactive features is *hotspot*, which is an area that can be activated by pressing the area (Kucirkova, 2018) to get an instant audio or visual response (Xu et al., 2021).

According to S. H. Lee (2020) and Bai et al. (2022), *e-text* interactive through the features offered has the potential to improve language skills in children with various abilities and needs, one of which is reading skills. Use *e-text* interactive can encourage students to read more often independently (Salmon, 2014) and provide an interesting and enjoyable reading experience (S. Lee & Choi, 2022). Several studies also show that *e-text* interactive specifically designed with extra-textual vocabulary instruction features, namely features for learning vocabulary outside the main text in the form of questions, *hotspot*, dictionaries, and audio narration accompanied by text highlighting can improve children's vocabulary skills (Klop et al., 2018; Korat et al., 2014, 2021; S. Lee & Choi, 2022; Smeets & Bus, 2012).

In research conducted by S. Lee & Choi, (2022) shows that reading *e-text* which are specially designed with features that support vocabulary learning such as dictionaries independently are more effective in learning vocabulary compared to listening to printed books read aloud by adults. The results of the development carried out by Fibriasari et al. (2021) also shows that *e-text* interactive can improve children's understanding of the vocabulary and sentences in the stories presented in *e-text* and get positive comments from experts and users. Another finding made by Bilqis et al. (2023) showed that students' argumentative paragraph writing skills improved after using it *e-text* developed interactive.

From the explanation above, it is concluded that *E-text* interactive through the features embedded in it have the potential to improve the language skills of students with diverse needs and can facilitate vocabulary learning. However, this happens when the features are inside *e-text* combined well. So it is important to develop *e-text* well-designed based on existing research studies regarding *e-text* as a basis for planning *e-text* (Korat & Segal-Drori, 2016).

Although there has been some related research and development *e-text* interactive for vocabulary learning, development *e-text* interactive activities focused on learning Indonesian vocabulary are still limited. Therefore, this development aims to produce *e-text* interactive as a means of learning Indonesian vocabulary. *E-text* designed by presenting reading texts integrated with interactive features based on existing research studies regarding *e-text* and find out whether or not there is an increase in students' vocabulary learning outcomes after using it *e-text* interactive.

2. Method

In development *e-text* interactive for vocabulary learning, the 4D development model by Thiagarajan is used. This development model includes four stages, namely *define, design*, *development*, and *disseminate*. However, this development was carried out to a stage *development* or development. The first stage is *define* is the stage for determining needs and gathering the information needed for development. The second stage, namely *design* or design includes preparing tests, selecting media, selecting formats, and initial design based on needs analysis. The third stage, namely *development* is a stage for realizing the product and carrying out expert tests and product trials (Maydiantoro, 2021).

The subjects in this development consisted of three expert test subjects and 18 students for product trial. The expert test subjects consist of material experts, media experts and design experts. Meanwhile, the product trial subjects consisted of two grade 3 students at SDN Peterongan 1 as a small group and 16 grade 3 students at SDN Bareng 5 as a large group.

The instruments used to collect data consisted of interviews, questionnaires and tests. Interviews are used to identify initial problems (Sugiyono, 2013) at the stage *define*. Questionnaires were given to experts and students who were the subjects of product trials. Meanwhile, the test takes the form of *pretesttt* and *posttest* used to see an increase in student learning outcomes after using it *e-text* interactive that has been developed.

The data analysis technique used is quantitative descriptive and qualitative descriptive data analysis. Data obtained from questionnaires filled in by experts and students were analyzed quantitatively using the following calculations:

$$P = \frac{\Sigma x}{\Sigma xi} x100\%$$

Information:

P : Percentage

∑x : Total assessment score results

∑xi : Maximum total score

The resulting percentage values are then interpreted using the product suitability level categories listed in Table 1.

Table 1. Product Eligibility Categories

Percentage (%)	Category
81-100	Very Worth It
61-80	Worth it
41-60	Decent Enough
21-40	Not Worth It
0-20	Not feasible

Source: Riduwan (in Iswara et al., 2020)

Meanwhile, data in the form of suggestions or comments from questionnaires that have been filled out by experts are analyzed using qualitative descriptive by describing them briefly. To determine the increase in student vocabulary learning outcomes between before and after use *e-text* interactive that has been developed, *pretesttt* given to students before product trial and *posttest* given to students after product trial. Data *pretesttt* and *posttest* analyzed via t test *paired sample t-test* using SPSS version 25.

3. Results and Discussion

3.1 Result

In this development results *e-text* interactive which aims to learn Indonesian vocabulary for grade 3 elementary school students. Product development is carried out using 4D models which are carried out to the stage *development*.

Level Define

In this stage, several analyzes are carried out including initial analysis, student analysis, task analysis, concept analysis, and formulation of learning objectives. Initial analysis was carried out through interviews with grade 3 teachers at SDN Bareng 5 to determine basic problems. Based on the results of the initial analysis, it was found that grade 3 students' mastery of Indonesian vocabulary was still low, so students were less able to understand reading and spoken messages in Indonesian. Apart from that, limited time and teacher ability in creating learning media causes a lack of variety in the media used during the learning process. Furthermore, student analysis shows that students' responses during the learning process are still less active and there are three students who are still not fluent in reading. After that, a task analysis is carried out to identify the tasks that must be mastered by students to achieve the specified competencies. An analysis of basic competencies and indicators was carried out in the Indonesian language lesson content in the theme 6 book which was adjusted to the results of the initial analysis. Then, concept analysis is carried out by identifying the material to be studied. The material specified is in the form of reading texts in Indonesian language lesson content regarding energy saving. Next, the learning objectives are formulated so that the internal design can be known *e-text* interactive.

Design Level

At the level of *design* begins by compiling a test in the form of questions for *pretesttt* and *posttest* . Based on literature review, *e-text* Interactive was chosen as a medium for learning Indonesian vocabulary because it has a variety of features that have been researched to improve vocabulary mastery, initial reading skills and reading comprehension. Output results *e-text* interactive is developed in a web-based format that allows access via a browser without requiring the installation of an application. So that *e-text* interactive can be accessed on a variety

of laptop and computer devices *smartphone* with various operating systems. Software used to develop *e-text* interactive is an articulate storyline 360. The media format used in *e-text* interactive, namely images, text and audio. The features provided in *e-text* interactive includes dictionary, question, and narrative features accompanied by text highlighting inspired by findings (Korat et al., 2014; S. Lee & Choi, 2022; Smeets & Bus, 2012). The dictionary and questions feature is a feature that displays definitions of the vocabulary to be studied accompanied by questions with answer choices in the form of images. This feature can be activated by clicking on the targeted word, in this feature students can learn the definition of the targeted vocabulary and answer questions by selecting an image that represents or represents the vocabulary being studied. Meanwhile, the narrative feature accompanied by text highlighting is a feature that can read the text inside *e-text* which is synchronized with word-by-word text highlighting (Bates et al., 2017). In the initial design, a display framework design or design is carried out *wirerame,* creating layouts, and creating assets. Assets used in *e-text* The interactive was designed using affinity designer software and some were taken from Canva and websites that provide images and sound effects. Some initial plans for the layout *e-text* interactive can be seen in the Picture. 1 and Picture 2.

Picture 1. Main Page Plan *E-text* Interactive

Figure 2. Reading Page Plan *E-text* Interactive

Development stage

At this level *e-text* interactive is developed into a product that is ready to use. Products that have been developed using Articulate Storyline 360 software are published on the website via the github.com site. The development stage involves two stages, namely expert testing and product testing. The expert test results can be seen in Table 2.

Table 2. Expert Test Results

Member Test	Results	Maximum Score	Percentage	Eligibility Category
Members of the Media	36	36	100%	Very worthy
Materials Expert	34	36	94,4%	Very worthy
Design Expert	35	36	97,2%	Very worthy

The results of the media expert test obtained a score of 36 out of a maximum total score of 36, with a percentage of 100% which can be categorized as "very adequate". Media experts also commented that the entire media *e-text* interactive is good and suitable for use in collecting research data. Furthermore, the results of the material expert test received a score of 34 out of a maximum total score of 36, with a percentage of 94.4% which can be categorized as "very adequate". Material experts provide suggestions for improving the material in the media by adding a closing sentence and changing the learning objectives to

focus more on learning difficult vocabulary. Meanwhile, the design expert test results received a score of 35 out of a total score of 36 with a percentage of 97.2% which can be categorized as "very feasible". Design experts state that media design is generally good. After going through a trial process with experts, *e-text* interactive then repaired according to the suggestions given. Some final results from *e-text* interactive that has been developed and has been improved can be seen in Figures 3 to Figure 9.

Figure 3. Front page view

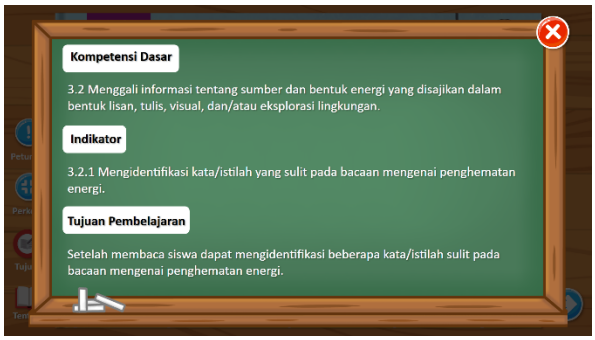

Figure 4. Display of Learning Objectives

Figure 5. Reading View *E-text*

Figure 6. Display of Audio Narration Features Accompanied by Highlighted Text

Figure 7. Developer Profile and Asset Source Display

Figure 8. Display of Dictionary and Question Features

Figure 9. Closing Sentence Display

Results *e-text* The revised interactive was then tested on small groups and large groups. The results of trials carried out in small groups and large groups can be seen in Table 3.

Table 3. Results of Small and Large Group Trials

Group Category	Score Obtained	Maximum Score	Percentage	Eligibility Category
Small group	55	64	85,9%	Very worthy
Big group	455	512	88,8%	Very worthy

In the results of the small group trial, a score of 55 out of a maximum score of 64 was obtained with a percentage of 85.9% which can be categorized as "very feasible". Meanwhile, the results of the large group test obtained a score of 455 out of a maximum score of 512 with a percentage of 88.8% which can be categorized as "very adequate". In small group and large group tests, *pretesttt* and *posttest* This was done to determine changes in vocabulary learning outcomes before and after use *e-text* interactive.

Data analysis *Pretest* and *Posttest*

Data *pretesttt* and *posttest* in small groups and large groups respectively analyzed via t-test *paired sample t-test* using SPSS to determine whether there is an increase in learning outcomes. Table 4 displays the results of the analysis *paired sample statistics* small group that shows the average learning outcomes in grades *pretesttt* of 58 and 91.5 in value *posttest*.

Table 4. Results of Paired Samples Statistics Test for Small Groups

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretes	58.0000	2	11.31371	8.00000
	Postes	91.5000	2	12.02082	8.50000

On the results of the analysis *paired samples test* small group which can be seen in Table 5. It is known that the Sig. (2-tailed) of 0.010 < 0.05. Thus, it shows that there are differences in learning outcomes between *pretesttt* and *posttest* which is significant.

Table 5. Small Group Paired Samples Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretes - Postes	-33.50000	.70711	.50000	-39.85310	-27.14690	-67.000	1	.010

Table 6 displays the results of the analysis *paired samples statistic* large group, with an average student learning outcome of 62.0625 in grades *pretesttt* and 84.0625 in value *posttest*.

Table 6. Results of the Paried Samples Statistics Test for Large Groups

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretes	62.0625	16	9.38416	2.34604
	Postes	84.0625	16	14.51651	3.62913

Table 7. Large Group Paired Samples Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretes - Postes	-22.00000	14.66515	3.66629	-29.81451	-14.18549	-6.001	15	.000

On the results of the analysis *paired sample test* large groups which can be seen in Table 7. It is known that the Sig. (2-tailed) of 0.000 < 0.05. Thus, it shows that there are differences in learning outcomes between *pretesttt* and *posttest* which is significant.

3.2 Discussion

This development produces results *e-text* interactive to facilitate the learning of Indonesian vocabulary for grade 3 elementary school students which was developed using the 4D development model. This development is based on the importance of vocabulary in language skills, as well as findings in the initial analysis that students' vocabulary is still low. *E-text* The interactive developed has three main features, namely a dictionary feature, questions and audio narration. These features are designed to meet the diverse needs of students.

The dictionary feature is designed to provide definitions of the words to be studied. Students can activate this feature by clicking on a word that has been color coded. Then in the dictionary feature there are also questions with answer choices in the form of images as representations of the words being studied. With the question feature, users will use more effort to form the meaning of the vocabulary being studied, this is because the question feature is considered more interactive because users do not just receive definitions of the vocabulary (Smeets & Bus, 2012). Meanwhile, the audio narration feature accompanied by highlighted text can be activated by clicking the with button *icon* voice. This feature is intended to help

students who are still not fluent in reading. Although the audio narration feature with text highlighting goes against the principle of redundancy, that is, one will learn better with graphics and narration than graphics, narration, and text (Fibriasari et al., 2021), this feature allows students to connect the words they see with the sounds they see. read (Shamir et al., 2012). Therefore, the audio narration and text highlighting features are used as optional features that are not run automatically, this is to improve the experience of students who are still developing their reading skills (Fibriasari et al., 2021).

The results of data analysis show that *e-text* The interactive that has been developed is considered very suitable for use in learning and can improve students' Indonesian vocabulary learning outcomes. The results of similar developments carried out by Saimona et al. (2022) shows that the interactive e-text developed obtained a high percentage of product trial results and is very suitable for use in Indonesian language learning for 4th grade elementary school students. Likewise with the development carried out by Eko Liyawindari et al. (2023), *e-text* that was developed showed very feasible and effective results in improving the fiction story writing skills of 6th grade elementary school students.

Data analysis results *pretest* and *posttest* showed a significant increase in learning outcomes in both groups after using it *e-text* interactive. In small groups, average values are obtained pretest by 58 which increased to 91.5 in *posttest*. Meanwhile in the large group, the average pre-test score of 62 increased to 84 in *posttest*. These results are in line with previous research conducted by Lee (2020), which showed that *e-text* interactive language accompanied by word explanations can increase the English vocabulary of grade 1 elementary school children compared to reading *e-text* interactive without providing word explanations. Another study by Klop et al. (2018) shows that *e-text* interactive designed in such a way for vocabulary learning can facilitate the learning of new vocabulary in grade 1 elementary school children in Africa who speak Isixhosa. Results *posttest* students after using *e-text* interactiveness increases significantly compared to the results *pretest*. In addition, according to Furenes et al. (2021), Children learn vocabulary more effectively through interactive e-texts accompanied by dictionaries compared to reading printed books.

According to Klop et al. (2018) *e-text* interactive can be used to facilitate effective vocabulary learning in a variety of languages. Although *e-text* has positive benefits for learning, its use must be careful and well designed. This is because *e-text* can create dependency and make children try less, disrupting learning if *e-text* poorly designed (Morgan, 2013) or simply intended for fun (Schugar et al., 2013), and allow for complex technical and procedural problems when *e-text* must use internet access (S. Lee & Choi, 2022). *E-text* should also be used as a complement and cannot be used as a full substitute for adult involvement in learning (Salmon, 2014).

Advantage *e-text* interactive features that have been developed include web-based so that it can be accessed on various devices with different operating systems, has an audio narration feature with highlighted text which can be used as an alternative feature for students who are still not proficient in reading in learning vocabulary, has a dictionary feature for those who presents definitions of the words being studied, has an attractive appearance and images, and is equipped with questions or pictorial quizzes to apply the vocabulary being studied. Nonetheless, development *e-text* interactive has several limitations, including product development not reaching the dissemination stage, the material contained is small, *feedback*

the question or quiz component is still simple, namely in the form of a sound that indicates right or wrong when the student clicks on the answer, apart from the operation *e-text* interactive is fully controlled by students so that teacher supervision is less controlled.

4. Conclusion

E-text interactive for learning Indonesian vocabulary designed with dictionary features, questions and audio narration accompanied by text highlighting was successfully developed and received a positive assessment from experts. With result percentage feasibility by media experts was 100%, material experts 94.4%, and media experts 97.2%. The results of product trials in small groups and large groups also received high scores. With the results, the eligibility percentage for the small group was 85.9% and the large group was 88.8%. From the feasibility results show that *e-text* This interactive is very worthy of use. Several suggestions from material experts have been implemented, namely the addition of a closing sentence to *e-text* interactive and changes in writing learning objectives. Apart from that, small and large group trials also showed a significant increase in vocabulary learning outcomes after use *e-text* interactive, which is seen from the results of the analysis *pretest* and *posttest* through testing *paired sample test*. This confirms that *e-text* interactive is suitable for use in facilitating Indonesian vocabulary learning for grade 3 elementary school students at SDN Bareng 5. Development *e-text* interactive has a number of limitations so it would be interesting if the developer further disseminated the product, included more material, provided *feedback* which is varied and builds on questions or quizzes so that it is more interactive, and provides more innovative features.

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