

CHAPTER I

INTRODUCTION

In this chapter, the following topics are described about. It contains the research background, the identification of the issues, delimitation and focus of the study, the research question that consists of three questions, aims of the research consisting of three aims, and significance of the research such as theoretical and practical significance. In addition, it also shows the theoretical foundation includes several topics related to this research, previous studies, and frame of thought. The final sub explains the research methods covering research design and steps of the research, sources and types of data, data collection techniques and instruments by using questionnaires and interviews, data analysis techniques, and research timeline.

1.1 Background of the Research

In Indonesia, not many teachers use interactive learning materials in their classes. Interactive materials are not new anymore in the world of education around the globe. One of the reasons why teachers in Indonesia did not use interactive materials is because teachers mostly use old and traditional things (e.g. Andarwulan, Al Fajri, & Damayanti, 2021, p. 779, Sasongko, Kristina, & Asib, 2022, p. 175, Mahdum, Hadriana, & Safriyanti, 2019, p. 297). Despite the various social media sites that offer instructions on how to use a media, many teachers still haven't mastered it. Meanwhile, in many developed countries, interactive materials are in their class. Different countries utilise interactive media to support their students' learning. For example, a study of Li, Yamaguchi, and Takada (2018) shows that educational practitioners have created digital teaching materials such as films and interactive teaching materials in the last decade. The growth of these materials follows what becomes trends. Thus, the use of technology in the form of interactive materials are required and need to be updated.

Nowadays, the technology tool is needed in any learning, including English as a Foreign Language (EFL) teaching and learning. Materials are a part of technology used in the process. One of the skills taught is writing that uses materials to guide the learning process. Learning material cannot be used as it is without specific instructions on how to use them. The creation of conceptual and technologically based tools to aid students in their academic writing learning is a concern that should help the teaching of academic writing (Lian & Pertiwi, 2017, p. 9). In writing, the learning may integrate the use of technology-based tools, for example, the use of videos on YouTube for learning resources. In such a way, the use of technology can support students in learning to write.

Instead, the use of technology can support students in learning to write. The development of multimedia technologies and their penetration into various aspects of social life is one of the key trends in society's modernization (Kurbanovna, 2020, p. 65). Multimedia technologies bring up new possibilities for the organising of the learning process and the development of students' creative capacities (Kurbanovna, 2020, p. 65). Multimedia technologies are currently one of the best and fastest sectors of new information technology in the educational process. In activities of learning writing, for example writing recount text, the teacher and student need to involve different kinds of multisensory tasks, for instance using several methods which use certain tools to run the whole process of learning.

Teachers cannot overlook the truth that learning requires tools. Without learning tools, students may not be able to realise their full potential. There is a need for tools that allow students to use their multimodal meaning-making processes to analyse their texts (Pertiwi & Lian, 2017, p. 10). They need tools that can influence their ability for learning recount text.

Students and teachers should be aware of the organisation of the materials when creating English texts, especially recount texts. Furthermore,

titles, study directions, basic competencies or subject matter, supporting information, exercises, and assessments make up the framework of interactive instructional materials (Wahyuni, Erman, Sudikan & Jatmiko, 2020, p.168). To put it another way, techniques require a different approach to teaching writing in order to be more engaging for students.

In the educational process, the teacher creates good conditions. On Eshonkulova (2020), the conditions are employed in development, formation, acquisition and raising of the individual, and at the same time functions as a manager, a guide and the student becomes a significant figure in the learning process. As a result, those settings ensure that students gain knowledge and maturity.

Discussing about developing interactive materials, some points that should be noticed. Clusters are also offered in this study from a variety of sources. **Strategies in learning writing** (Sun & Wang, 2020, Teng & Zhang, 2020, Yusuf, Jusoh, & Yusuf, 2019, Teng & Zhang, 2018. Abadikhah & Talebi, 2018. Xu, 2021. Atmowardoyo & Sakkir, 2021. Hughes & Evmenova, 2019. Hussain, 2017. Junianti, Pratolo, & Wulandari, 2020. Guo, Bai, & Song, 2021). **Strategies in teaching writing** (Alkodimi, & Al-Ahdal, 2021. Astrini, Ratminingsih, & Utami, 2020. Sari, Chaira, & Qamariah, 2021. Ani, 2020. Qomariyah, 2021. Ariesta, 2021. Colognesi, Piret, Demorsy, & Barbier, 2020. Anggraini, Rozimela, & Anwar, 2020. Kellog, 2021. Al Moqbali, Al Humaidi, Al Mekhlafi, & Hilal, 2020. Aluemalai, & Maniam, 2020. Hosseini, 2021. Wokal, 2021. Kessler, 2021. Kimutai, 2021). **Students' writing quality** (corssley, 2021. Zahra, Emilia, & Nurlaelawati, 2021. Cordeiro, Limpo, Olive, & Castro, 2020. Alharbi, 2020. Fitrianti, & Susanti, 2021. Styati, & Irawati, 2020. Kim & Kang, 2020. Cancino, & Panes, 2021. Farrahi, Asadollahfam, & Behin, 2021). Next is media for teaching and learning writing (Haidari, Katawazai, & Yusof, 2020. Mahmud, , Lasiyati, & Blokagung, 2020. Guerin, Aitchison, & Carter, 2020. Sakkir, 2020. Istiq'faroh, & Mustadi, 2020. Kurniasari, Mulyati, & Lestari, 2021. Lubis, Sari, & Rahmadani,

2020. Girsang, Liando, & Maru, 2021. Utama, & Hidayatullah, 2020. Pentury, Anggraeni, & Pratama, 2020).

The study found that in 21st century skill, there is no mention about how the strategies in learning writing can be fit in all of skill in the 21st century. Their study just mentioned one or two skills. The study was only found in one step to do, the study must be used in many ways in learning writing recount text. For instance, by using the wattpad application, it can improve the recount text writing skill (Rokha, 2019). Using the edmodo application to increase recount text writing skill (Fauzi, 2017). Using pictures series in learning recount text, these methods can make students interested and will enjoy the learning process (Apsari, 2017). The material in many studies, they only use the same material from time to time, the materials are not interactive.

The above-mentioned critics should be taken into consideration. These critics concentrate on the stages involved in creating interactive products using a variety of mediums and technologies. The creation of interactive tools is beneficial as a learning aid for retelling text. Following the analysis and application of the methods for generating interactive materials, the product will be utilised to assist students in studying recount text as a key of time allocation based on the content that has been arranged.

1.2 Identification of the Issues

Media of teaching recount text at schools, based on informal observations, only use conventional ones for teaching recount text. During the teaching process, teachers have faced some problems, Lestiyani and Widyanoro (2020) that teachers have limited knowledge in using technologies appropriately. In addition, teachers also have difficulties in creating materials that are easier to be accepted by students in online learning and problems in giving personal feedback to the students' poor levels of students' engagement.

Students who are afraid of writing English, they use Bahasa Indonesia in daily life usually. There are also some problems that previous research found about student's difficulties, on Atmojo & Nugroho (2020) the problem is students' lack of motivation, students' difficulties in operating the applications and platforms used for online learning, and students' lack of awareness of English. Interactive materials can be the solution for students in the learning process, for instance in writing recount text.

Interactive materials is assumed to be one of the effective media for teaching writing recount text. Interactive forms of teaching are one of the ways to improve the educational process, aimed at effectively solving educational problems, strengthening the cognitive activity of students (Eshonkulova, 2020). That is why interactive materials must update and not use conventional methods.

The reason why media was chosen to become the specific issues, is because the media still In the process of teaching English, media plays a significant role. Christine (2017), media can be used to link students to a topic. Furthermore, the media can help pupils become more engaged in the English language learning process.

1.3 Delimitations and Focus of the Study

To make the study more comprehensive, the topic that will be covered in this study is limited to designing interactive materials for learning recount text in senior high school x grade. The participants in this study were senior high school tenth grade pupils. This study is necessary because teaching writing involves communicating ideas that a writer is unable to express but that a speaker can, such as gesture, bodily movement, facial expression, pitch and tone of voice, stress, and hesitation ((Hedge, 1988, as cited in Ningsih, 2015). This study only makes materials for learning recount text writing skills, also the study focuses on developing interactive materials in learning writing for junior high school. The study was not

making a lesson plan or other things and not used for junior high school but only in senior high school at tenth grade.

1.4 Research Questions

1. What are the characteristics of interactive materials in the 21st century?
2. What are needed in developing interactive writing materials of recount text in the 21st century?
3. How are the interactive materials in learning recount text of tenth grade of senior high school supporting the writing skills in the 21st century?

1.5 Aims of the Research

The purposes of the research claimed to research questions, they are

1. To explore about the characteristics of interactive materials in the 21st century
2. To investigate the needed in developing interactive writing materials of recount text in the 21st century
3. To find out about how interactive materials in learning recount text of tenth grade of senior high school supporting the writing skills in the 21st century

1.5 Significance of The Research

In theoretical significance, the study provides some useful information about interactive materials. This study will be added to some previous study on another study about interactive materials. Then for practical significance, the study's findings may be relevant in a variety of situations. For teachers, the product of interactive materials can be useful for teaching recount text in the classroom. This study can improve and enhance the teaching process. For students, the product of interactive materials may be able to change students' motivation to improve recount text in writing

skills. For further researchers who are interested in teaching and learning recount text, the product of interactive materials can be useful information for other researchers to make the study about interactive materials.

1.6 Theoretical Foundation

This point provided some topics related to the title of the research. There are five topics that researchers want to explain in detail. The study was conducted the interactive materials, learning writing, recount text, and senior high school.

1.6.1 Interactive materials

To know the interactive materials in detail, some experts identify the definition of interactive materials that was provided in this study. Furthermore, elements and kinds of learning material are also explained.

1.6.1.1 Definition

In this concept Burset et al (2016, p. 165) stated that interactivity is identified as the relationship established by the users with the interface to process information actively, and thus increase learners' motivation, which results in more effective learning. Interactivity is a natural extension of our instinct to interact and use communication to affect our environment (Garrand, 2006, p. 4). In addition, it's critical to research interactivity to learn how it works, how it can improve the learning process, and when greater performance may be reached to improve the process.

Interactivity means that the user can control the presentation of information or story material on the computer (Garrand, 2006, p. 6). Interactivity is the development of interactive materials that lays the groundwork for the creation of more engaging learning experiences (Ibanez, 2003).

Interactive learning materials include some elements, for example media and the structure of the materials. Interplay, roles, relationships, feedback

between materials and learners are also parts of interactive learning materials. Prastowo, for example, describes interactive learning materials, in the context of interactive multimedia learning materials, that they: “[...] combine **various media**, i.e., text, image, sound, video, animation, and simulation, and students can choose the way they use them. The handout and student worksheet make up the interactive multimedia learning resources that were created. Core Competencies (CC), Basic Competencies (BC), a summary of the instructional materials, questions, and references make up the handout's structure. (Yohandri (2011) citing Prastowo (2011) (2018, p. 67).

Interactive materials comprise **the interplay between the user and the program or media** and there is the **reciprocal relationship** also the **students must be active to take role**. As said by (Hofstetter (2001) as cited in Ampa (2015, p. 57)). According to him, "Interactive materials of media depend to the interaction between the students it self and the media". The users, in this case the students, must be active to take part in this computer-assisted learning, which implies that there is a reciprocal interaction. The user responds to the display programs, which is followed by the presentation of the information supplied by the media. They interact with some of the processes. The learning will be more successful if the interactive multimedia elements are well-designed because the pupils will get constant feedback. They can also provide feedback to pupils, allowing them to become more engaged in their studies. Although physics principles are abstract, students can understand them through animation and simulation of many events and scenarios that are relevant to their daily lives.

Interactive materials in the learning process means teaching materials that utilise the development of technology to improve the quality of a learning process. When students can interact with the learning materials so that they can use them not only in the classroom with the help of teachers but also outside the classroom (Prasetyo, 2007). In conclusion, interactive materials are when students can interact with the learning materials and

also utilise the development of technology to improve the quality of a learning process.

Interactive materials are teaching materials that can be used as supporting content for students in the learning process. The material itself in which each learning activity is connected to a link as a navigation that encourages students to be more active and there is the interaction between materials and the learner (Tarawi et al, 2020, p. 2). In sum, interactive materials are teaching materials that can be used as supporting content for students in which each learning activity is connected to a link as a navigation that encourages students to be more active.

Interactive means that students are interactive in their learning. Also interactive learning will allow students to interact with the content to some degree through questions, pauses for discussion with friends, and understanding the learning material (Pramerta, 2028, p. 18). As per Rusmanto (2012), interactive multimedia includes the learning aim, content, navigation, hyperlinks, user-friendliness, and interface. In addition, interactive materials include aim, content, navigation, hyperlinks, user-friendliness, and interface.

1.6.1.2 Characteristics of Interactive Materials

In this study, interactive materials have two elements. Duh & Krasna (2010, p. 78) have defined it, first interactive elements are defined as markings, selections, movement, grouping, providing feedback and testing the answers. Second, the multimedia elements are defined as sound, picture, video and animation. Each multimedia element must be related to the content of e-learning materials. In most situations, only technical requirements are specified, leaving out the creative and/or aesthetical aspects of e-learning materials, despite the fact that these issues are recognized to considerably improve the quality of e-learning materials.

When creating interactive material, three essential features should be considered ("Ibáñez," 2003): (1) Interactivity: The development of

interactive materials lays the groundwork for the creation of more engaging learning experiences. (2) Accessibility: Students with special educational needs should be able to use the materials. Furthermore, the information should be provided in a clear and accessible manner so that all pupils can comprehend the material. (3) Flexibility: refers to the material's ability to be used in a variety of settings, including regular classrooms, multicultural classes, support for students with special educational needs, the computer lab, library, classroom, and home.

1.6.1.3 The Examples of Interactive Materials

At this point, people usually use materials in learning writing by text book or course book. The sources are not only printed text or digital materials, but also all kinds of things that are identified as a source of learning. The establishment of relational ties between intended learning, students' life, the community, and other educational courses is encouraged through learning materials (Mehisto, 2012, p. 16). In addition, they can use another source in learning writing, for instance by interactive materials such as modul and hybrid learning and teaching view sonic learning materials.

Interactive materials has many examples, for instance using wondershare quizcreator program and audio materials in teaching 'English listening skills by Ampa (2015). Krismadinata (2019) Adobe Flash CS6 is used to create multimedia interactive learning materials. Interactive materials using gadget-based (Widodo, et al, 2020).

1.6.2 Learning writing

1.6.2.1 Definition

Learning is a process in which a student is allowed to ask questions about many aspects of life, and the teacher should only acquire answers from the students by asking numerous, related questions about the issue, which could be both bookish and practical in nature (Ratnasari, 2011, p. 15). As per Brown (2008, p. 8), Brown's definition of learning includes seven elements:

1. The process of obtaining knowledge
2. The process of retaining skills
3. Retention entails the brain system, memory, and cognitive in human
4. Entails a conscious, active focus on and response to events both outside and inside the organism
5. Learning is relatively durable, but forgetting is possible
6. Learning entails some type of practice, which may be reinforced
7. Learning entails a shift in behaviour.

Learning writing is not an easy task, but it is also not insurmountable. When someone is writing, there are a lot of barriers to overcome. Writing, according to Ken (2002, p.53) writing is one of the most crucial abilities to learn, and it entails composing skills as well as knowledge of texts, settings, and readers. In addition learning writing is how people can communicate about ideas that they are unable to express their thoughts.

Learning is the process through which, as a result of functional environmental contact via the senses, a relatively stable modification in stimulus-response relations develops (Lachman, 2010, p. 479). In addition, a complete definition of learning provides the following by Lachman (2010, p. 479) are:

1. Completely incorporates the stimulus-response linkages that psychologists normally consider learnt, such as insight, imitation, behaviour modification acquisition, and conditioning,
2. Separates learning from other processes such as sensory adaptation, muscular fatigue, injury effects, and maturation effects,
3. Considers learning to be a process rather than a product
4. Avoids nebulous and mentalistic phrases like experience, which reflect private idiosyncratic activities, in favour of more objective language, and
5. Is applicable at all levels of living organisms as well as human growth.

Learning is viewed as just one of many factors that influence behaviour. Because other determinants of behaviour can block the impact of learning on behaviour, such as a lack of motivation, and other determinants of behaviour can be responsible for a change in behaviour, such as the genetic structure of an organism to infer the presence of learning, changes in behaviour are neither necessary nor attractive (Houwer, et al, p. 632).

Learning is a process , not a product. Because this process takes place in brain, we can only infer that it has occurred from students ' products or performances. Learning involves change in beliefs, knowledge, behaviours, and attitudes. This change unfolds over time, it is not fleeting but rather has a lasting impact on how students think their mind and act. Learning is not something done to students, but rather something students themselves do in their life. It is a direct impact of how students to connect and interpret their experiences—conscious and unconscious, past and present—(Mayer, 2002 as cited in Ambrose, etc, 2010, p. 3).

In an academic setting, writing is critical and needs to express what they thought. Anas, et al (2019) when a person's writing works, such as a journal, book, or research, are widely published, they are deemed academic. Logic dictates that the more writing a person produces, the more scholarly that person is. The quantity of pieces of writing produced, on the other hand, is utilised as a criterion for someone's academic validity.

In the academic validity process, learning to write in English is more difficult than learning to speak effectively. Stated by Bachani (2003) in his book “teaching writing”, learning writing is difficult because the context is formed solely through the words, without any direct connection between the writer and the reader. In other words learning writing can be more difficult than other skills because of the context itself.

In conclusion, learning writing is about communicating ideas that a writer is unable to express. Learning writing is a bit difficult because the

context is formed solely through the words and the quantity of pieces of writing generated is used as a criterion for someone's academic validity.

1.6.2.2 The Process of Writing

The process of writing, writers do not readily go from step to step in the writing process. Clouse (2005), the writers may need to double-check before moving on to the next step, or they may need to go backward if they have an idea for something to include in their work. The steps are explained in detail, there are prewriting, drafting, revising, and editing.

The steps in writing include prewriting, drafting, revising, and editing. Prewriting can be defined as the use of random ideas in developing text when the writer has lacked inspiration. The first activities is prewriting, there are brainstorming, free writing, collecting data, taking note, and outline. On drafting, students provide ideas that come into mind in their brain. Then, this draft can be develop and refined on the next stage. This first draft is recently rough, which is why it is called the rough draft.

After writing, writers go through the revision process, when they rewrite their rough drafts to make them more polished. The writer must present the thoughts in the best possible sequence and manner in order for the reader to understand what the writer is trying to convey. This process is time-consuming and challenging. The last step in these process is revising. The writer should discover certain grammatical mistakes during this process. The writer should revise multiple times so that the writing may be quickly turned into a text.

1.6.2.3 Kinds of Learning Writing

Learning writing is a crucial thing, there are so many kinds in it. As many people know that writing is familiar but they mostly did not know about it. Predushchenko (2020), stated in his book. Description, narration, exposition, argumentation are the kinds of writing that are explained in detail. Description, that in the explanation is a picture in words of a place, object, scene. Description is developed through senses of sight, hearing,

taste, smell, touch. Giving an account of an incident is referred to as narrating. Stories, biographies, and other forms of narrative writing are all examples of narrative writing. Exposition is a word that implies "expounding" or "explaining." It mostly concerns processes and interactions. Argumentation is simply exposition with the goal of convincing or persuading the audience.

1.6.3 Recount Text

1.6.3.1 Definition

Recount texts are one type of material that Senior High School students learn in class. Recount text is a sort of text that narrates the story of past occurrences. A recount, according to (Anderson (1997, p. 48) as cited in Syifa (2009, p. 24)), is a piece of prose that retells past events in the order in which they occurred. In addition, a recount text is a type of text that retells past events to inform and entertain the reader.

Another definition that is explained by experts. Cholipah (2014, p. 54), a recount text is a piece of text that recounts past events, usually in chronological sequence. The goal is to provide the listener with a narrative of what happened and when it happened. In other words, the recount text that tells about chronological past events.

A recount text is a piece of writing that retells past events and is so close to the students' lives that it usually relates a personal experience. Recount text by Cakrawati (2018, p. 210) the writer is arranging past experience in recount, which is a development of a chain of occurrences. In other words, the objective of a recount text is to describe what happened or to retell events in order to inform and entertain.

1.6.3.2 Characteristics of Recount Text

Recount text is one of the texts that students in senior high school should be able to master. It's a text that tells us about a particular aspect of our lives. In this point, the characteristic is divided into two sections,

there are generic structure and language features that are explained in detail.

The detailed explanation is typical structures above are used to analyse the students' recall text authoring. The generic structure of recount text is divided into three components by Watt (2000, p. 5): orientation, succession of events, and re-orientation. The following are the explanations for each of them: 1. Orientation 2. Series of events 3. Re-orientation. These are the basic elements of a recount text. It is an optional component for reorientation because it is commonly employed to wrap up the writing by rounding the sequence of events. It makes reference to some of the information given in the orientation section. The students' recall text authoring is analyzed using the aforementioned usual structures.

As students know that language Features are linguistic elements found in a text. Language features of recount text have twelve characteristics. The language aspects of recount text have twelve qualities, according to Davies (2000, p. 10). The following are the explanations:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy, for example in a diary or a journal.
2. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example "This great tennis player will no doubt win many more tournaments".
3. Larvae and topography are only two examples of subject-specific terminology that are utilized to accurately document facts and happenings. They also give the writing's tone more veracity and trustworthiness.
4. The audience is helped to visualize or imagine events using specific descriptive terms (adjectives). Adjectives add the required depth for a precise retelling in a factual recount or accident report.
5. Because, although, and while are some of the conjunctions that are used to connect clauses within sentences.

6. First, next, and lastly are employed as time connectives to join disparate events or paragraphs into a unified whole.
7. To make the writing seem objective, passive voice is frequently utilized in recounting of fact.
8. To specify specific times and locations, adverbs (such as yesterday and outside) and adverbial phrases are utilized.
9. Specific participants (there are nouns and pronouns,) detail and credibility.
10. By following participants through the narrative, pronouns help to create cohesiveness. Each participant's name should be used the first time they are mentioned in a paragraph, but for variation, pronouns like he, she, they, and it should be used after these.
11. To give diversity and interest, a number of phrase types (simple, compound, and complicated) are used.
12. Personal observations might be incorporated into the content or added at the end.
13. Emotional language can be utilized to affect how readers feel about a subject..

The language of recount texts includes the simple past tense, subject-specific terms, adjectives, a variety of conjunctions, temporal connectives, passive voice, adverbs and adverbial phrases, identified participants, pronouns, a diversity of sentence structures, personal comment, and emotive language. The linguistic characteristics mentioned above are employed in this study to analyze how the students wrote their recount texts.

1.6.3.3 Kinds of Recount Text

It explains that there are four types of recount text. Cholipah (2014) stated that in recount text there are four kinds. Personal recall is a narrative in which the author retells personal experiences in the first person (I, We), such as an unpleasant or happy encounter, a holiday, or a postcard. 2. A text that comprises reports of events that occurred and are not exclusively dependent on opinion is known as a factual recount. For

instance, road accidents and other news reports. 3. An imaginative recount is a sort of recount text that serves to convey imaginative stories based on events, as well as events that have occurred or been experienced, and are then written into text such as fiction. 4. A biography recount is a form of recount text that covers and examines ancient history or portrays the story of a hero's life in the third person (She, He). Based on the explanations above, the researcher concludes that the kind of recount is factual, personal, imaginative and biography text.

1.7 Senior High School Students

1.7.1 Definition

One of the ways that students can get the knowledge and learning process is from school. Ministry of Education (2004, p.112) senior high school is a middle-school platform that focuses on preparing students to continue higher education with ecclesiastes. These manifestations include the conduct of business, which began in the XI class (eleven), namely, science (IPA), social science (IPS), and the language, which is already being applied to the xi high school student class of 2005/2006.

After graduating from high school (junior) or junior high school as an equal, senior high school (high school) is the Indonesian middle school (formal education). Students in this program range in age from 15 to 18 years old and attend from 10th to 12th grade. Students in class 10 were taught broad lessons in their first year.

The word "senior high school" is sometimes known as "middle school" or "high school." (Muhadi et al, 2017, p.3) middle school is one of many school organisations. High school, which is subsequently abbreviated, is one of the forms of formal education that administer public education at secondary level as advanced from secondary school (junior high), madrasah tsanawiyah (MTS), or another equal or equivalent learning result from equivalent junior high school or MTS. Students who attend high school

have already completed junior high school and the level preceding senior high school.

Another definition of senior high school has been provided. (Alfoukha et al, 2019) due to developmental and academic demands, high school students are becoming increasingly vulnerable to social and psychological disturbances. In addition, students at this level are becoming increasingly vulnerable to social and psychological disturbances.

Under such conditions, high school is essentially a viable unit of education for administering "public education." The general education was the education that provided the curriculum with a number of studies and lessons to develop "the student's intellectual thought and general intellectual intellectual." Through public education, learners are expected to have the ability to dig, process, and use information (wellineal person) that is loaded in various materials of study and lesson through rational thought and discussion.

1.7.2 Characteristics of Senior High School

Adolescents are students who are in their teens or early twenties. Teenagers prefer to spend their time hanging out with their friends, peers, and engaging in disruptive behaviour in class. According to Harmer (2001, p. 38): "Adolescents' learners have the following traits: (1) they seem to be less animated and humorous than adults; (2) identity must be formed among classmates and friends; peer approval may be considerably more important for the students than the teacher's attention; (3) they would be much happier if such a problem did not exist; (4) they may be disruptive in class; and (5) they have a great capacity for learning".

Senior high school (high school) is the Indonesian middle school (formal education). Students in this program range in age from 15 to 18 years old and attend from 10th to 12th grade. Students in class 10 were taught broad lessons in their first year. They do, however, have a lot of learning potential if the teacher can engage them. In sum, adolescence is a

time of transition, new experiences, learning, instability, and some of life's most difficult challenges. Schools and teachers should give chances for adolescents to explore and experiment in a safe and supportive environment.

1.7.3 Kinds of Senior High School

Indonesia has many kinds of senior high schools. Nowadays, there are so many senior high schools that spread in Indonesia. Those kinds of schools have been explained in detail according to Education Act No. 20/2003 Indonesia's official school system is divided into five tiers. Junior High School (Sekolah Menengah Pertama/SMP) is a three-year program, Senior High school (Sekolah Menengah Atas) is a three-year program. Indonesia's official school system is divided into five tiers. (1) The national school (national school) results from government and national schools as a result of government and national schools' accreditation by the ministry of education and culture (department of education). (2) National schools plus, association of national plus schools (ANPS). (3) The international school uses an accredited international curriculum. (4) A nature school, a nature school is a concept education promoted by lendo novo. (5) Madrasah, madrasah is essentially the same as the average school. Madrasah (MI) equals elementary school, madrasah tsanawiyah (MTS) equals junior high school, and madrasah aliyah (MA) equals high school. The madrasa uses national curriculums like national schools. The madrasah is shaded by the ministry of religion. (6) Home-school or commonly known as homeschooling is a concept of education that differs from formal schools.

1.8 The Important of Interactive Materials in Learning Writing Recount Text

Interaction is crucial for students in the pedagogical field. Interacting between students is the greatest way to acquire a language, and the student's primary responsibility is to facilitate this process to learn about

English recount text. Despite appearances, asking a large number of questions in a class does not guarantee successful interaction. In order to develop and successfully carry out effective interactive materials, the teacher should consider the age, level, number of hours per week of English classes, cultural issues, and other factors. Burset et al (2016) stated that interactivity is identified as the relationship established by the users with the interface to process information actively, and thus increase learners' motivation, which results in more effective learning. As a result, interactive material is a resource through which students learn by engagement; the learner is an active rather than passive learner.

1.9 Previous Study

Talk about learning recount text, there are many methods to learn it. By using the wattpad application, it can improve the recount text writing skill (Rokha, 2019). The concept is not clear, is that reading or writing, and she conducted from reading to writing, whether reading is teaching writing or not, there are missing elements, there are interactive elements, what Rokha (2019) does to check from reading to writing. That's why learners need interactive materials. Thus, the researcher did not mention about the different value of the use of the Wattpad application to improve students' learning motivation and recount text writing skill. Meanwhile, in the Wattpad application there are also disadvantages and advantages, but she did not know what are the disadvantages of using wattpad.

Using the edmodo application to increase recount text writing skill (Fauzi, 2017). By optimising the use of ICT technologies, this study aims to contribute to the enhancement of teaching writing. Students and teachers can use Edmodo to create a safe online environment in which to conduct more effective and long-term teaching and learning. On the paper the writer just mentioned optimising by using ICT technologies to contribute to the enhancement of teaching writing skills and did not mention four master plans of ICT itself. Meanwhile, computers can be compared to the usage

of the internet in English instruction. Both of these devices are extremely expensive, and their efficiency is determined not just by the physical components of the devices, but also by the software that is used. Not many students, especially in Indonesia's hinterlands, have access to the internet.

Using pictures series in learning recount text, these methods can make students interested and will enjoy the learning process (Apsari, 2017). Teaching writing through image series can improve students' capacity to recount text. They demonstrated some progress in terms of writing process and vocabulary. The writer only uses one kind of picture series. Overly complicated picture series are ineffective for learning activities, and their size is too small for large groups. To avoid the aforementioned drawbacks, the usage of photo series in this study required to clearly demonstrate the primary point of the story by selecting a specific image that would promote the lesson.

Another study is using quartet cards as media to improve the recount text writing skill by Mardini (2018). The writer taught utilising Quartet Cards, the students' learning interest in producing recount text increased. The study from Mardini (2018) only mentions the improvement from cycle 1 until cycle 3, the writer did not show about the condition and situation of the students. Quartet cards help the teacher in the teaching and learning process while also putting pupils in an enjoyable setting while they acquire a language skill. Because interactive learning materials can be offered as supplemental resources or as a crucial component of a core activity, like a requirement to attend a scheduled seminar, interactive learning materials should be employed in learning recount texts. New methods for learning English narrative text by new things are necessary in order to meet the demands of the twenty-first century. This method, which is based on theoretical concerns, has undergone extensive research.

A study conducted by was titled Students' perceptions of the effects of collaborative digital storytelling on writing abilities (Tanrkulu, 2020). She draws

the conclusion that the scope of this study is limited to the effects of teamwork. DST on writing techniques in the writing class. According to the students' perceptions, the use of collaborative DST in class writing has a positive impact on the students' writing abilities. The majority of digital tales, or DST, will be centered on a single point of view or subject. The audience will subsequently be given an educational experience that, in most situations, can last up to ten minutes. That is why building an audience for digital storytelling or DST takes time. In the research, researchers focused students on making digital storytelling without looking at the good and the bad side, all know that not everyone can become a digital storyteller, but it is not for everyone.

1.10 Frame of Thought

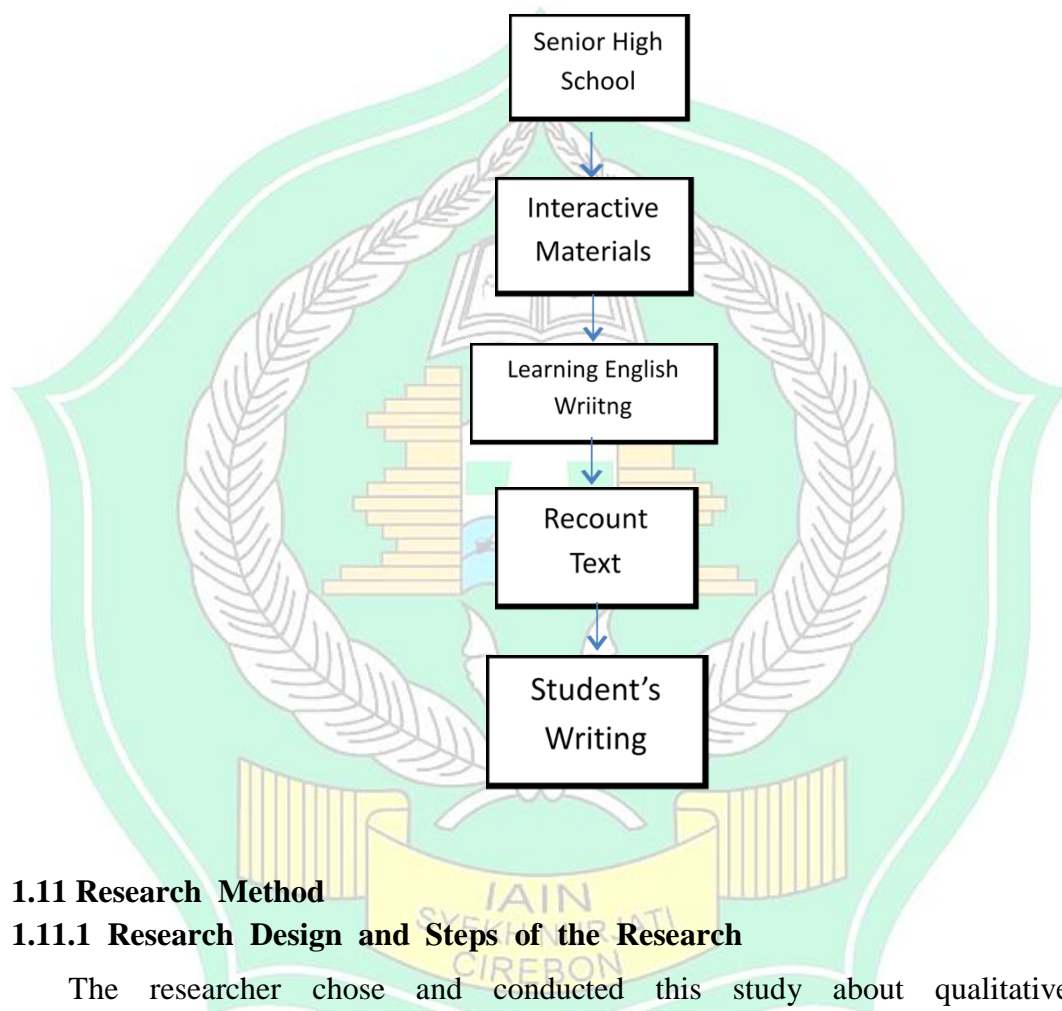
Most senior high school teachers employ interactive learning materials in their classes. Interactive materials are no longer a novelty in the world of education. In the meantime, interactive materials are used in class by students in every country. Many students do not know how to write a recount text in English, and they have different motivation to learn how to write a recount text in English. Occasionally, it is the pupils. Furthermore, interactive materials must be available to assist students with their study of English writing narrative texts.

Interactive materials are still becoming strange and rare for people to know what it is. The learning process in class, teachers just give the conventional materials in the monoton way, they did not really care about students' capability in learning recount text. Even if the students have a lack of knowledge and motivation to learn English writing recount text, the teachers only focus on giving material not on making students understand about it.

Based on the issues, the researcher came up with the idea of creating interactive resources for tenth grade students in senior high school to learn recount text. Students are given interactive tools for their learning process in class to study English writing and recall text by implementing this

notion. As a result, students have access to a variety of engaging media, including interactive materials. The following is a systematised representation of the frame of thought:

Figure 1. 1 Frame of Thought



1.11 Research Method

1.11.1 Research Design and Steps of the Research

The researcher chose and conducted this study about qualitative research. This study employs a qualitative technique since it does not rely on statistics or figures, and a qualitative approach aids in the comprehension of phenomena (2020, Nashruddin).

The research design was Research and Development based on the study's goal (R&D). The researchers have access to a number of models that they might use. The research method employed is Borg and Gall's educational research and development (R&D). The process of developing

and validating educational materials is known as research and development. The study findings are used to develop new products and techniques.

These are prepared in a systematic manner and used to validate the educational output (Gall, Gall & Borg (2003). Gall, Gall, and Borg's (2003, p.571) research and development procedures can be divided into three stages: planning, developing, and evaluating the product. The following steps are included in each stage: Assessing needs to determine goals, conducting instructional analysis, analyzing learners and environments, and Writing performance targets, creating assessment tools, creating teaching strategies, and (4) (7) Create and choose instructional materials; (8) Plan and carry out formative assessment of instruction; (9) Revise instruction; and (10) Plan and carry out summative assessment. Additionally, the researcher only employs the three phases—reviewing, planning, and designing—according to those steps.

In research and development actually there six steps to develop a product (Gall, Borg, Gall, 2003, p. 569), the researcher takes three steps:

1. Review the relevant literature

Review the relevant literature used in this study was present in seteps of the data research. When the researcher selects and reads the research articles for this study, these categories will be useful for data analysis in order to answer research questions. Following that, the first steps of data analysis begin to implicate these groups.

2. Plan the objectives

The next step is plan the objectives which means that after reading the research articles, choose the appropriate areas, and identifying the resources using keywords.

3. Develop a preliminary form of the model

The last is develop a preliminary form of the model. The model product should be related to the research question: *What are needed in developing interactive writing materials of recount text in the 21st century? And How are the interactive materials in learning recount text of tenth grade of senior high school supporting the writing skills in the*

21st century?. As a result, the indications produced from this research are: (1) Interactive, (2) Materials, (3) Interactive Materials, (4) Learning, (5) Writing, (6) Recount text, (7) Senior high school.

Using those stages as a guide, the researcher takes three steps in this study. Steps 1 through 3 are listed below. The researcher may expect all four stages to be completed in a single project in some instances, in others, R&D models according to The Institute of Education Sciences and National Science Foundation (2013). Despite the fact that these studies only perform a few stages, they are nonetheless used to construct a learning model.

1.11.2 Sources and type of data

This study provides a source and type of data. There were the English teachers of tenth grade and the students from tenth grade levels. The data in this research study was gathered from tenth grade students of senior high school, which consists of 59 students from two different of X class . This setting and students were chosen because the researcher has done an observation in this school that most of the writing problems occur in this class. This research was focused on students' activities in learning recount text in the classroom. The researcher chose the English teachers and learners because they have an important role as a facilitator and preceptor in the classroom. Learners are now viewed as 'agents' in charge of their own 'educational destiny' (Lier, 2007, p. 47). As a result, even in classroom teaching, teachers' tasks have shifted from teaching to 'facilitating, helping, coordinating, counselling, consulting, advising, knowing, resourcing, and so on' (Okay & Balçkanli, 2017, p.1). Type of data of this research is qualitative, that interview from teachers and questionnaires from the students.

1.11.3 Data collection techniques and instruments

The data for this study was gathered through a questionnaire and interviews. The questionnaire was also utilised to determine the needs of the students. The management student was given the questionnaire in order to do a need analysis.

In educational research, questionnaires and interviews are routinely employed to gather information on phenomena that cannot be seen immediately (Gall, Gall, & Borg, 2003). Another definition is questionnaires are one of the data collection techniques used in this study. According to Sugiyono (2011, P.199), a questionnaire is a data gathering strategy in which respondents are given statements to answer. experts, teachers, and students will be informed. While the interview by Sugiyono (2016: 317) interviews are used as data collection techniques to find problems to solve and also when researchers want to know things from deeper respondents.

The instrument, that is questionnaire and interview. The data for the target learning was collected using the requirements analysis questionnaire. The students were asked a series of questions concerning their goals for learning English recount texts, such as characteristics and needs. After that, users select one or more options. Informally, the researcher was interviewing the teacher in order to collect data from the questionnaire. The results of the interview were utilised in the development of materials.

1.11.4 Data analysis techniques

The data is analysed on the basis of its qualities and purpose in order to comprehend the obtained data.

i. Questionnaire

The researcher used qualitative data in this study. The qualitative data were obtained from the questionnaire and the suggestions from the students. There are 7 questions that will be delivered to the students. The questions is open ended questions. Each question is delivered to the students. The total of

respondent are 59 students, which from 2 class at tenth grade of senior **high school**.

The questionnaire are made in google forms. After that, the google form send it to the different class. The students must answer all questions on google forms. The questions are:

1. How can the design of English learning materials make active and interactive two-way communication with meaningful feedback?
2. How can each student get material that can be used to help the English learning process?
3. How can English learning materials enable students to interact with video content and can be used as supporting content for students?
4. How can learning English be a place where a student can ask questions about many aspects of life to gain knowledge?
5. How do students write aimed at certain readers in which there is a concept of social activity?
6. Why do students need interactive materials in learning recount text?
7. How can students use English learning to prepare themselves to study for a higher level of education?

ii. Interviews

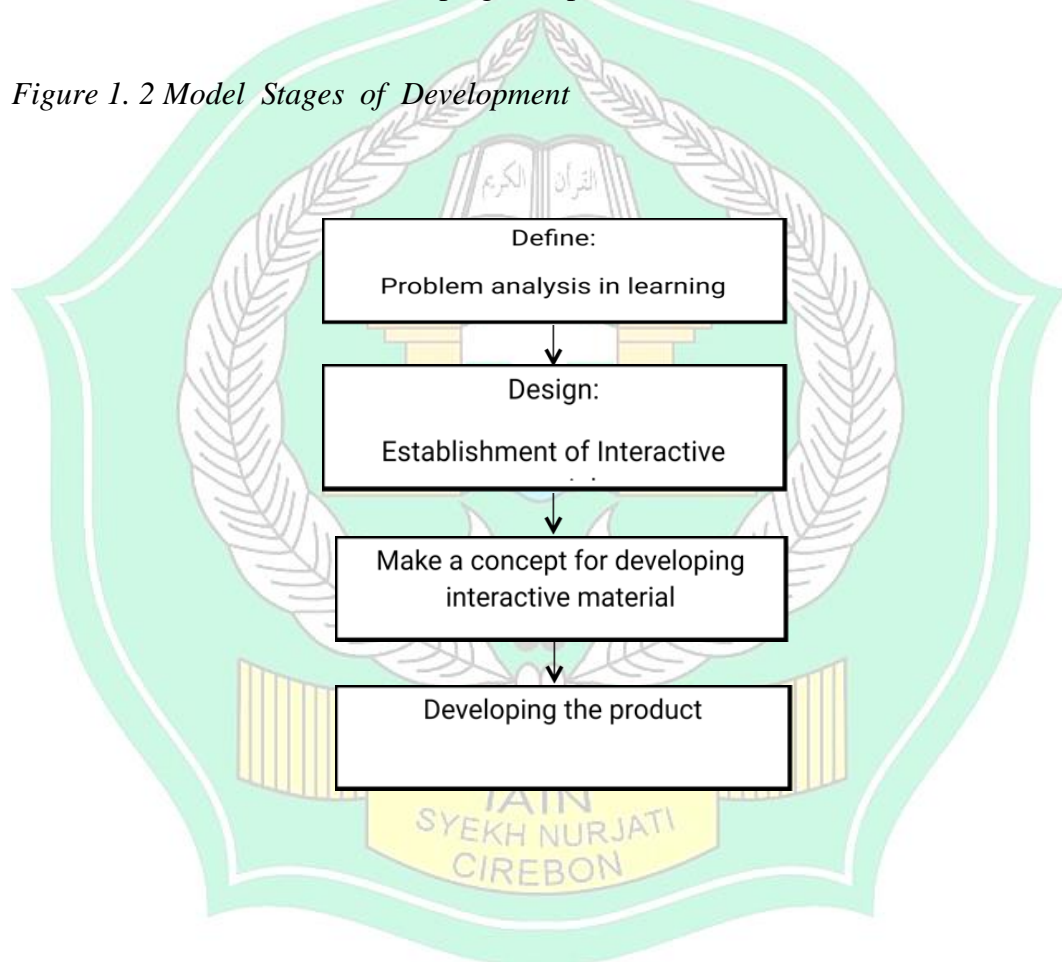
In this step, the researcher provided at least 7 questions that will be delivered to the English expert and the teacher. But the total questions from instrument development are 48 questions. The respondents of the teacher there are three teachers which from different school. To analyse the data, there were steps according to Nashruddin (2020) called semi-transcripts, where the transcription does not fully describe the interviewees' words, it is only used the main ideas of the respondents' answer to the question. The interview will be described in terms of primary principles that will be compared in order to learn more about the teacher's viewpoint on the learning process.

To answer the research question 1, looking for the study literature, there are seven indicators that the researcher was chosen. To answer the

research question 2, the researcher used a questionnaire and an interview. After that, prepare the instrument. Then, look for the students' need for learning materials through a need analysis questionnaire. Finally, analyse the data from questionnaires and interviews.

To answer the research question 3, the questionnaire used to evaluate was for collect the data. After that researcher did a specification of the product. By the data that have to collect, then make a concept for developing interactive material, and developing the product.

Figure 1. 2 Model Stages of Development



1.11.5 Research Timeline

Table 1. 1 Research Timeline

No	Activities	January				February				March					April					Mei					June				
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1.	Instrument preparation																												
2.	Get the permission for doing the research																												
3.	Distribute the questionnaire and interview for student and teacher																												
4.	Analyse the data from questionnaire and interview																												
5.	Interpretation of research finding																												
6.	Make a concept for developing interactive material																												
7.	Developing the product																												
8.	Finalisation of the research																												