

CHAPTER II

LITERATURE REVIEW

A. Articulate Storyline 3

Articulate Storyline 3 is software made by Global Incorporation that can be used to produce interactive learning media presentations. Amiroh in (Sindu, Santyadiputra, & Permana, 2020, p. 292) “stated it is a multimedia authoring tool used to create interactive learning in the form of a combination of images, text, sound, graphics, video and animation”. The output of this platform is in the format of web pages (html5), videos, learning management system "LMS", programs (exe) and other online and offline applications (Husna & Fajar, 2022).

The tool also includes several templates especially for building interactive media to create practice and test questions. In addition, Daenawati in (Husna & Fajar, 2022, p. 18) state that Articulate Storyline 3 has a characteristic “that there are menus such as the zoom button to enlarge the image, a question button for a more detailed explanation of the material, as well as navigation controls such as next, back, and submit that are always at the bottom of the screen and are immediately available in the media”.

B. Multimedia

Multimedia is a computer application meant to combine images, text, graphics, sound, animation, video and the like that have been packaged into computerized digital files. Supports expression or communication across multiple media with the ability to influence and change their content and context (Deliyannis, 2012).

1. The advantages of Interactive Learning Multimedia

Interactive multimedia in the teaching and learning process brings many benefits to teachers and students. Multimedia can make the learning process more effective and students find it more enjoyable to participate in classes using multimedia and multimedia presentations which also provide excellent learning opportunities. According to Smaldino (2014) There are five advantages of using interactive multimedia programs in the teaching and learning process as follows:

a. Multiple Media

Texts, graphics, audio, picture and motion pictures all can be combined in one easy-to-use system.

b. Learning Participation

The materials presented in the program help to maintain students' attention and they allow greater participation than common media.

c. Individualization

Individualization is provided because branching allows instruction on remedial as well as enrichment levels.

d. Flexibility

The learners may choose what to study from the menu, selecting those areas that seem interesting, that seem most logical to answer a question or that present the greatest challenges to them.

e. Simulation

An interactive multimedia program may be used to provide simulation experiences and difficult materials.

2. Element of Multimedia

According to Liu (2021) There are five basic elements of multimedia: Text, Image, Animation, Sounds, and Video images.

a. Text

Text is a form of information expressed by words and various special symbols. It is the most used information storage and transmission method in real life. Conveying information in the text gives people a rich imagination. It is mainly used for the descriptive representation of knowledge, such as expounding concepts, definitions, principles, and problems and displaying titles, menus, and so on.

b. Image

Image is one of the most important forms of information representation in multimedia software. It is a critical factor in determining the visual effect of multimedia software.

c. Animation

The animation uses human visual persistence characteristics to quickly play a series of graphic images of continuous motion changes, including special effects such as zooming, rotating, transforming, fade-in, and fade-out. Animation can visualize abstract content, making many incomprehensible teaching contents vivid and exciting. Reasonable use of animation can achieve twice the result with half the effort.

d. Sounds

Sound is one of the most convenient and familiar ways people use to convey information and exchange feelings. In multimedia courseware, according to its expression, the sound can be divided into three categories: explanation, music, and effect.

e. Video Image

Video images have time series and rich information connotations, which are often used to explain the development of things. The video is very similar to the movies and TV's we are familiar with, and it plays an essential role in multimedia.

3. Aspects and Indicators of Interactive Learning Multimedia

In developing interactive multimedia, it is important to know the aspect and indicators of interactive multimedia as proposed by Husnah (2022) they are:

Table 2.1: Aspects and Indicators

Grids of Media Validation Assessment Questionnaires for Material		
No	Aspects	Indicators
1.	The Aspect of Material Suitability	1. Suitability of the given material 2. Material scope completeness
2.	The Aspect of Language Suitability	1. Communicative nature of the language used
Grids of Media Validity Assessment Questionnaires for Media		
No	Aspects	Indicators
1.	Display and Design Aspect	1. Suitability of the design 2. Customization of menu and button layout 3. Font size, color, and type

2.	Audio Aspect	1. Clarity of sound 2. Accuracy of audio and backsound
3.	Video Aspect	1. The video's compatibility with the content 2. Video quality
4.	Animation Aspect	1. Animation and material compatibility
5.	Ease of Use of Media	1. Practicality
Grids of Media Validity Assessment Questionnaires for Users		
No	Aspects	Indicators
1.	Theory	1. The media's compatibility with the learning objectives
2.	Language	2. The suitability of the language used
3.	Media	3. The convenience of the media
Student Assessment Grid		
No	Aspects	Indicators
1.	Theory	1. The media's compatibility with the learning objectives
2.	Language	2. The suitability of the language used
3.	Media	3. The convenience of the media

4. Multimedia Models

Learning design patterns are necessary to systematically develop interactive multimedia learning. Here some samples are provided by some multimedia professionals to help with creativity and increase the ability of instructional developers to create interactive learning multimedia well:

- a. ADDIE Model
- b. Dick and Carey Model

- c. 4D Model
- d. Borg and Gall Model

In this study, the researcher decided to adapt Branch' ADDIE model (2009) to develop interactive learning multimedia for teaching reading to the ninth grades students of MTsN 1 Mempawah Hilir.

C. Narrative Text

According to Mayers in (Sinaga, 2020) Narrative is one of the most powerful ways of communicating with others. The purpose of narrative text is to entertain the reader with the story which can be fiction or non-fiction.

1. Generic Structure of Narrative Text

According Barwick (2006, pp. 4-6) stated that The generic structure of narrative text consists of several parts there are:

- a. Orientation

Orientation is the first structure of narrative text. This part presents the necessary information associated with the story, such as; presents the scene, setting, atmosphere, and the period of the story. In other words, the writer tells the readers about the character of the story, when and where the story is happening, and what it is happening. This part is told clearly and concisely. For that reason, this part is told to build the understanding of the context. This phase is also to ease the reader's understanding about the background of the story.

b. Complication

After telling the orientation, it is time to tell the complexity or the conflicts of the story. This part tells how the problems make the characters live is complicated. Also, the complication as the cause and developer of the story. The series of events will have an impact to one or more of the characters. These events can reach the climax problems where the main characters have to perform like a hero to save everything or other problems will ruin the universe of that story.

c. The sequence of events

In this part, the writer tells the expected or unexpected actions that characters act as the response on that complication. It embraces the characters' emotional and what the characters are doing. The events can be told in sequential order (sequence of the events) or coming as flashbacks. Also, the reader is told the writer's point of view.

d. Resolution

After telling the sequence of the events, the writer tells about the solution of the problems occurred. The characters have to act to solve the situation in a satisfying way to stop the tragedy happened. It signify that the complication or the problem is solved either by sad or happy ending.

e. Coda

The last generic structure of narrative text is coda where the writer puts the moral value or lesson that can be absorbed and learned by the reader. The writer does not always put the coda explicitly (it is optional).

2. Type of Narrative Text

According to Joyce and Freezn in (Novianti, Imelwaty, & Asty, 2015) state that narrative writing are divided into two kinds namely:

a. Non-Fiction

A kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical events, or new stories. This is a combination of narrative and informational writing.

b. Fiction

A kind of narrative that tells the untrue story. The story made up by the writer such as short stories, comics, novels, etc. The main purpose of this fiction is to amuse, or sometimes to teach moral lessons.

In this study, the researcher focuses on fiction especially fairy tales such as *“the truthful woodcutter”* and *“fruits of labour”*.

3. Language Feature of Narrative Text

According to Wagner & Baskerville (2000, pp. 8-9) Narrative text has some language features

- a. Past tense and present tense can be used in the narrative text, but it also needs to maintain the consistency.
- b. The sentence length is various.
- c. Use simple, compound, and complex sentence.
- d. Use a variety of sentence openings.
- e. Topic sentences are not essentially used

- f. Use paragraphs that are not the same length. One sentence may can be paragraph in a narration to have a dramatic impact.
- g. Use vocabulary connected to the subject material of the narrative and to the author's style: emotional or neutral, personal or detached. Jargon, slang and everyday language can all be used to reach the sanity, but overuse will make a space between the reader and the writing.
- h. Use language that is consistent and consistent with the world of the narration: for example, genuine language and dialogue in an historic novel.
- i. Use specific nouns than general nouns, mainly for main character/s: 'Jon' as a substitute of 'the boy'.
- j. Use personal pronouns to avoid overuse of proper nouns when talking about the characters.
- k. Use action verbs regularly in the complication and perhaps the resolution. They may also be used in an opening paragraph if the author has dropped the reader directly into the action.
- l. Use connecting verbs to connect the features, especially when telling characters of the setting.
- m. Usually, the active voice is favoured over the passive, as it gives more excitement: 'the man broke the vase' rather than 'the vase was broken by the man'.
- n. Use thinking verbs to deliver what the characters are thinking.
- o. Use specific descriptive adjectives and adverbs.
- p. Using prepositions to tell where, when, and how.

- q. Using conjunction of time, for instance; after, since.
- r. Using regular punctuation.

D. Vocabulary

1. Definition of Vocabulary

Vocabulary knowledge determines how well a reader will be able to comprehend the text they read because vocabulary is a fundamental part of the language. Linse (2005) defined vocabulary as "the set of words that a person knows." A reader needs to know the meaning of individual words they read to understand a text. This is in line with Susanto (2017) states that Vocabulary skills are an important aspect of foreign language learners because limited vocabulary in a second language hinders successful communication.

2. The Importance of Vocabulary

Vocabulary knowledge is essential to reading comprehension, students need a broad vocabulary to acquire skills in English. Students will be able to comprehend English skills more easily if they have a large enough vocabulary.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2001). Rivers and Nunan in (Alqahtani, 2015), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensive communication.

These claims show the significance of vocabulary in language development. In this context, the value of vocabulary is equivalent to the significance of grammar. Students will find it difficult to learn English if they lack a strong vocabulary. It will be challenging for them to communicate. Vocabulary will help students comprehend the subject matter.

3. Type of Vocabulary

Oral and written vocabulary are two types of vocabulary (Hiebert & Kamil, 2005). Oral form refers to the language used when someone speaks and reads verbally. When someone reads quietly or writes anything, on the other hand, language is visible in print form. Furthermore, according to Hiebert and Kamil (2005) vocabulary may be divided into two categories: productive and receptive vocabulary. These sorts will be discussed in the following paragraphs:

a. Productive Vocabulary

When someone speaks or writes, they frequently employ productive vocabulary to express their thoughts. When a person speaks or writes, he or she frequently uses terms that are familiar to them. This type of term is part of a useful vocabulary. Hiebert and Kamil (2005) define productive vocabulary as the collection of words that an individual can utilize when writing or speaking. They are terms that are well-known, well-understood, and regularly used. While Haycraft defined productive vocabulary as words that a student understands, pronounces correctly, and uses constructively in speaking and writing, Hatch and

Brown (1995) defined it as words that a student understands, pronounces correctly, and uses constructively in speaking and writing.

According to Webb (2005), productive vocabulary is defined as terms that learners comprehend, can pronounce correctly, and can use productively in speech and writing. It entails both receptive and expressive vocabulary, as well as the capacity to talk or write at the proper moment. As a result, because learners can develop the words to convey their views to others, productive vocabulary may be handled as an active activity.

b. Receptive vocabulary

When listening or reading, an individual's receptive vocabulary is the collection of words to which they can give meanings. Students are less likely to be familiar with and utilize these words (Hiebert & Kamil, 2005). When a learner encounters a word in context, he knows and understands it, but he is unable to produce it appropriately (Hatch & Brown, 1995)

4. Aspect of Vocabulary

There are five parts of the language that pupils must master, according to Lado in (Mardianawati, 2012) Meaning, spelling, pronunciation, word classes, and word use are the five categories. These elements will be discussed more below:

Because meaning relates to how a word gives its meaning to language users, it becomes one of the most important aspects that students should

understand. When a term is used in several contexts, it frequently has many meanings. For example, the term "presents" denotes a span of time that is currently occurring. As a noun, "gift" can also be described as anything you give to someone, generally for a special occasion. As a result, it is critical for students to understand the meaning of a word since it will aid them in using and comprehending the message sent by that word when it appears in other contexts.

a. Spelling

When pupils come across a term for the first time, they must be able to spell it. The appearance of a word is referred to as spelling. Students will be able to write a word accurately in written form if they know how to spell it correctly. As a result, it is critical for pupils to understand how to spell the term.

b. Pronunciation

When students learn vocabulary, they must also be aware of how words sound. It will assist learners in comprehending what is being said. It will be difficult for someone to grasp a term that sounds improperly. As a result, knowing how to pronounce a word correctly is critical for learners since it prevents miscommunication in spoken communication.

c. Word Classes

Word classes can be thought of as groups of words. It's a crucial aspect of semantic feature analysis. Words can be classed into nouns, verbs, adverbs,

adjectives, and prepositions, among other categories. The role of a language's words in communication determines how they are classified.

d. Word Use

The way a term is utilized in a language is referred to as word use. Words can also include grammar and so be the topic of in-depth examination (Mardianawati, 2012).