



Interactive Learning Media Local Culture Based for Teaching Reading: Students' Reading Comprehension and Perception

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Abstract

The integration of digital tools and cultural content has been explored in every level of education, yet there are still few studies that have connected it to Riau local wisdom, particularly its tourism destination. This research aimed to develop an interactive learning media based on Riau tourism places for learning descriptive text. This research followed the ADDIE model by Branch (2009) for its developmental process, involving students' need analysis, developing the prototype, and evaluation. There were two schools involved in this study as the participants. One private school served as the small evaluation group, and one public school served as the field test. The data were collected using a questionnaire, a reading comprehension test, and an interview. The data were analyzed using qualitative and quantitative approach. This research found that the media was valid and practical due to the average score obtained from the experts' validation and small evaluation group of 4.02 and 3.29, respectively. Furthermore, it also had a potential effect on students' reading proficiency in the field test implementation. The experiment group obtained 55.59 for the pre-test, and after implementing the media in the classroom, the score improved to 74.00 for the post-test. The students gave positive feedback as well on the employment of the media in the classroom. This showed that digital media, as an innovative media, could be one of the strategies that should be employed in English reading classes for senior high school students to enhance students' reading comprehension, contribute positive perception, and promote local tourist sites.

Keywords: *Interactive Learning Media; Local Culture; Reading Comprehension; Perception*

Introduction

The English classroom engages students in activities centered around the four key skills: reading, listening, speaking, and writing. Among these skills, reading is deemed a crucial ability for students to develop in order to achieve success (Anderson, 2003 as cited in Par, 2020; Huang, 2015). Conversely, reading is thought to enhance English vocabulary, and through it, one can gain new ideas, facts, and experiences (Mikulecky & Jeffries, 1996). Reading serves as a means to obtain knowledge or information (Andoko et al., 2020). Additionally, reading facilitates the process of language acquisition for learners (Huang, 2015). It is essential that students develop this skill.

According to the Program for International Student Assessment (PISA) in 2022, reading literacy among Indonesian students remains low. The reading score for these students was 359, compared to the Organization for Economic Co-operation and Development (OECD) average of 450. This suggests that many students find mastering reading to be a difficult task. It is viewed as a challenging skill to acquire since it is an active process that requires students to use their background knowledge to derive meaning from the texts they encounter (Par, 2020). The goal of reading extends beyond merely understanding the words; it also involves deep comprehension (Oakhill et al., 2014).

Additionally, the reading process relies on students' motivation (Kirchner & Mostert, 2017) and their reading strategies (Par, 2020; Kavani & Amjadiparvar, 2018). Furthermore, for many learners studying English as a foreign language, understanding written English presents significant challenges (Rani & Risnawati, 2022; Safaie, 2020). This difficulty may stem from issues related to reading fluency, vocabulary knowledge, and working memory, which complicate the achievement of reading comprehension since a range of cognitive and linguistic processes is essential for grasping reading material (Muijselaar et al., 2017).

Recognizing the significance and challenges that students encounter when learning English, it is crucial for teachers to address this concern as reading serves as a vital source of input for learners (Januarty & Nima, 2018). Various methods such as learning media, strategies, motivation, reading activities, and language instruction techniques can enhance students' comprehension of texts (Setiawan, 2021; Bruen, 2020; Fathi & Shirazizadeh, 2020; Käsper et al., 2018; Schaffner & Schiefele, 2016). Implementing explanatory and facilitative strategies has been shown to reduce students' hesitance toward participating in active learning (Andrews et al., 2021). Furthermore, utilizing suitable media can increase the interest and enjoyment in the teaching and learning process (Wirawan, 2020).

A teacher might choose to incorporate technology into their lessons to streamline the learning process. It requires a teacher to develop a teaching approach that aligns with the contemporary learning styles of their students. As technology continues to grow rapidly, especially among the youth, using it to address challenges will become increasingly prevalent. Over the last twenty years, technological

advancements have transformed how people live, communicate, and pursue education. It is important to recognize that the ongoing evolution of technology influences students' learning experiences as well. Today's learners have grown up in a technological environment.

This generation is redefining education as they are digital natives, possessing strong techno-social connections and seamlessly integrating technology into all aspects of their education, as well as having the ability to learn in innovative ways beyond the traditional classroom. One form of technology that teachers can use is interactive multimedia. Utilizing interactive multimedia as an educational tool will improve the learning process. Additionally, one expectation of teachers is their ability to create instructional materials (based on Regulation No. 14 of the Republic of Indonesian Ministry of National Education, Permendikbud, 2014).

Several prior studies have been conducted to assess the effectiveness and impact of interactive learning media in English as a Foreign Language (EFL) classrooms, yielding positive outcomes. Larasati and Rustandi (2022) found that incorporating interactive learning media in their writing class enhanced student motivation and expanded their knowledge regarding media usage. Hadi et al. (2021) explored the impact of learning media on students' writing abilities and demonstrated its contribution to improving writing skills and performance, evidenced by a reduction in the number of writing errors made by students (Yundayani et al., 2019). Fauziyah et al. (2016) also indicated that employing interactive learning media in education is effective in enhancing students' writing capabilities, particularly in crafting procedural texts. Moreover, research has also highlighted the use of learning media in grammar instruction, showcasing its effectiveness in improving students' visual skills, interactions, motivation, and engagement (Nurhidayat, 2021).

The incorporation of local culture into digital media for English language learning has also been extensively studied. Findings indicated that the content could significantly influence students' performance in reading. Research suggested that local culture may enhance students' enthusiasm for reading comprehension (Erni, 2023). Sari and Inderawati (2021) created interactive learning tools aimed at teaching recount texts to vocational high school learners. Similarly, Setiawan (2021) produced interactive media for improving reading comprehension of narrative texts for university students, focusing on the local culture of South Sumatra. This study demonstrated a positive effect on the reading performance of students. Moreover, Elviana et al. (2020) designed interactive learning resources for tenth graders to explore descriptive text using the local culture of Palembang. The findings revealed that the educational product had a very strong effect on student achievement.

There are still few studies linked to tourist places that have focused on places, for example are studies about Madura and Palembang (Farahiba & Syarifudin, 2023; Checaria et al., 2021), and none have been developed into interactive learning media. This recent research aims to address the gap by creating interactive learning media

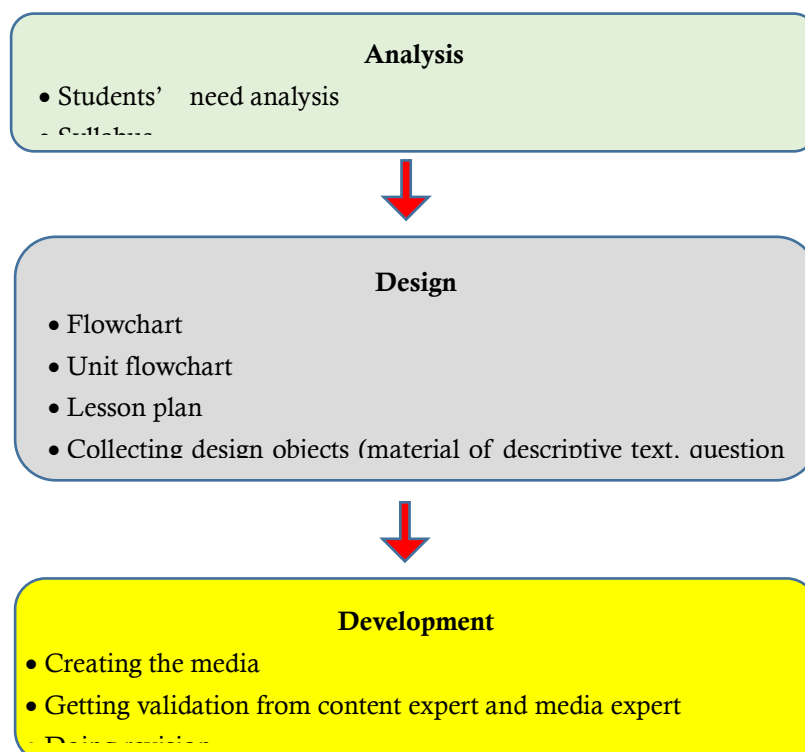
focusing on descriptive text with tourism places in Riau as the topic of the material to assist senior high school students in EFL reading classrooms. The media includes a self-created video demonstrating the reading of the text, providing students with a model for proper pronunciation.

Additionally, it features interactive quizzes and animated elements to capture students' attention and increase their engagement in the learning experience. Moreover, there are currently no textbooks or other resources available regarding tourist sites in Riau for teaching reading at the senior high school level, this research is expected to serve as a learning resource about Riau's culture and bolster awareness of its tourist attractions. Through this research, we aim to demonstrate the effectiveness of interactive learning media in improving students' reading comprehension and fostering positive attitudes toward learning English as a foreign language. Thus, this research raises the following questions to investigate:

1. What are students' needs in the interactive learning media?
2. What is the validity of the interactive learning media in learning descriptive text?
3. How is the effectiveness of interactive learning media in improving students' reading ability outcomes?
4. What is students' perception of interactive learning media?

Method

This is a mixed method research, combining qualitative and quantitative research. Since the focusses of this research was to develop an interactive learning media based on the local culture of Riau, it employs ADDIE model consisting of five phases, i.e., analysis, design, development, implementation, and evaluation based on Branch (2009). Below is the outline of the stages in this study.



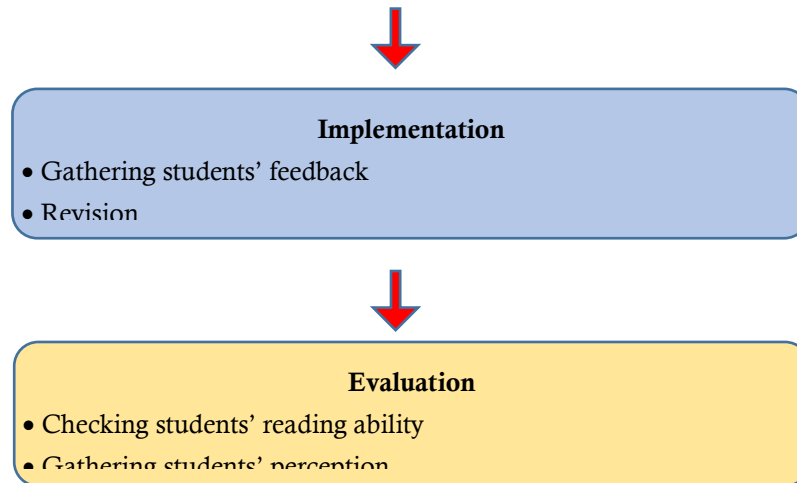


Figure 1. Research Procedure

The procedure of creating interactive learning media for descriptive text is extremely complex. It begins with an analysis of students' needs that is divided into two analyses; target need and learning need. It was conducted through questionnaires distributed to students. Analysis of the syllabus followed to see the competence that is suitable to students' level.

Once the analysis is completed, the design of the media is started. The steps in this stage can be seen as follows:

- a) Creating learning scenarios that explain the description of the material and an overview of students' activity.
- b) Making a flowchart that describes a path or a media work process.
- c) Collecting all design objects needed for the interactive learning media.
- d) Arranging the assessment instrument that will be used to evaluate the product.
- e) Arranging students' perception instruments.
- f) Arranging students' reading comprehension tests.

The initial product then developed in the development phase using a combination of PowerPoint application, I Spring Suite 11, and Website 2 APK Builder Pro. Afterwards, the validation from the experts is undertaken to get comments, suggestions, and feedback on the teaching material and the accessibility of it before it is implemented. These experts' judgment is used to revise the media. The validated media then tried-out at small group evaluation with 14 students followed by revisions from the feedback gathered. After the last revision from the small group evaluation, the product was then implemented in a field test. The evaluation is held to see the effectiveness of the media in the field test by conducting a reading

comprehension test and collecting students' perception after the employment of the product.

1.1 Research Subjects

In the academic year 2023-2024, grade 10 students from two distinct schools in Pekanbaru were selected as the research population and sample. A private school was designated for the small group evaluation, while a public school served as the site for the field test. To select samples for the field test, the researcher employed a cluster random sampling technique, considering that the school had ten classes. Two of these classes were chosen for this group. Table 1 below is the explanation of the participants of this study:

Table 1. The Participants of the Research

No.	Class	Number of Students	School
1.	Small Evaluation Group	14	Private School
	Field Test	78	
2.	a. Experiment Class (X4)	39	Public School
	b. Control Class (X2)	39	

This research employed an experimental design to evaluate the media's effectiveness. Two groups were engaged in the implementation: one acted as the experimental group, while the other one served as the control group. The design of the experiment is provided in Table 2:

Table 2. Research Design

Class	Pre-test	Treatment	Post-test
10.2	01	X1	02
10.4	03	X2	04

1.2 Data Collection

The researchers used questionnaires, interviews, and a reading comprehension test to collect the required data. Questionnaires were used to gather students' need for analysis, validation from the experts, feedback from the small group evaluation, and students' perception in the field test. For students' need analysis, there were 21 questions in the form of Google form distributed to 77 students from two classes of grade X students. Validity embroiled content and media experts, whereas the utility testing was administered to 14 students of a private school. Furthermore, the questionnaires also aimed to obtain students' feedback and perception after employing the media in the small group evaluation and the field test.

For the interview, the researchers conducted it directly after the implementation of the product in a field test. There were some questions interviewed to the selected students related to their experience having the media in the classroom. To see the effectiveness of the product, a reading comprehension test was deployed in the field test before and after the intervention.

1.3 Data Analysis Technique

This research combines qualitative and quantitative. The 5-Likert scale questionnaires were used to collect validation data from the experts. On the other hand, the 4-Likert scale was used to collect data for students' need analysis, feedback and perception. Due to the data analysis technique that used descriptive statistics, the quantitative data was converted into qualitative data, as depicted in table below:

Table 3. Conversion of Quantitative Data to Descriptive Analysis Conversional

Interval Mean	Scale	Category
4.20 – 5.00	5	Very Good
3.40 – 4.19	4	Good
2.60 – 3.39	3	Fair
1.80 – 2.59	2	Poor
1.00 – 1.79	1	Very Poor

(Source: Suharto, 2006)

The data of students' feedback and perception then calculated to get the mean score. The mean score obtained was converted into four categories as depicted in the table below:

Table 4. Categories and Mean Score of the Data in the Questionnaire

Categories	Score
Poor	(1 – 1.75)
Fair	(1.76 – 2.5)
Good	(2.6 – 3.25)
Very Good	(3.26 – 4.00)

(Source: Dhamayanti, 2021)

Subsequently, to see students' perception toward the product, interpretation as cited from Destrianti et al. (2019) was used and can be seen in the following table:

Table 5. Perception Likert's Scoring Table

Scoring	4 (SA)	3 (A)	2 (D)	1 (SD)
Interpretation	Positive Perception		Negative Perception	

Meanwhile, reading comprehension was assessed through multiple-choice questions. An independent sample t-test, performed using SPSS 25, was utilized to determine if there existed a notable distinction in the reading comprehension levels between the experimental group and the control group. When the probability value,

or Sig. (2-tailed) < 0.05, it could be assumed that the learning media could be employed to improve students' reading comprehension.

Results

Students' Need Analysis

Research Question 1: "What are students' needs in the interactive learning media?"

The data on students' needs analysis was taken from 78 students in two classes of the public school. The questionnaire aimed to assess the requirements and objectives of tenth-grade students. There were 5 aspects of 22 questions adapted from Purwanti et al. (2023), Lempas et al. (2021), Sari and Inderawati (2021), and Wao (2016). They were (1) present situation analysis, (2) learning needs, (3) multimedia needs, (4) strategy analysis, and (5) learning media preference. There were some points of the students need analysis that needed to be highlighted:

- a) The English proficiency of the students was at the beginner level.
- b) The competency of reading in English was understanding the text.
- c) The English teacher used explanation teaching methods and seldom or never used interactive learning media.
- d) Students agreed that interactive learning media needed to be developed in the class.
- e) Students needed media that integrated with technology.
- f) Students agreed that there was additional material in the media different from the textbook that they had.

Based on the analysis gathered above, it revealed that students required media that integrated local culture content and provided multimodal forms of input, which was successfully addressed by the developed media. Furthermore, a multimodal media can be an option in 21st century EFL classrooms (Daud et al., 2024; Sakulprasertsri, 2020).

Design phase

After gathering students' needs, the following step is Designing. At this step, the researchers designed the media by collecting information that supported the development of learning media, such as taking reading text from the Tourism of Indonesia website focusing on tourist destinations in Riau, creating a video of reading the text, collecting videos from YouTube for the material, and collecting pictures and images for the button. The researchers compiled certain data from the analysis, thus resulting in the creation of the primary flowchart:

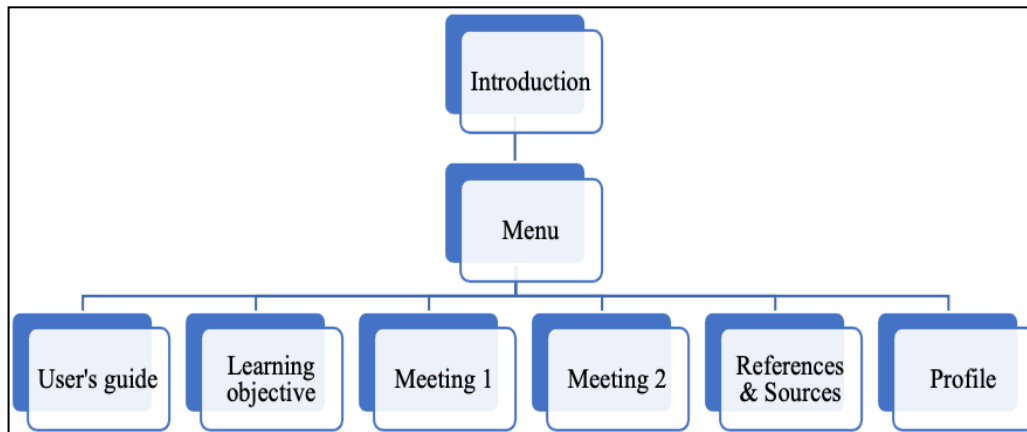


Figure 2. Main Flowchart

After designing the flowchart, the next stage was crafting the course grid. It was needed as guidance in developing materials and activities. The developed course consisted of five points, they were learning achievement (CP) learning objectives, topic, content, and activities. The learning achievement was a proficiency that students have to achieve. The learning achievement was taken from the syllabus of Kurikulum Merdeka. The learning objectives were the goals that students had to attain. The topic was the theme that was appropriate for the student's background and learning achievement. The content was the material and the language features that suited the learning objective. The topic chosen for the interactive learning media was a descriptive text about tourism places in Riau.

Development phase

The development phase commenced with the development of the learning media by integrating the PowerPoint application, iSpring Suite 11, and Website 2 APK Builder Pro 5. Below is comprehensive information regarding the initial design of the interactive learning media. It comprised two main parts: an introduction page and a menu. The introduction page consisted of the university name, title, level, and start button. Since the theme was the tourist places in Riau, then traditional music from Riau was available on the first page of the media as the opening or welcoming page. Following is the introduction page:



Figure 3. Cover

After clicking the start button on the cover, the user would be directed to the main page. There was a user's guide, learning objectives, part of the meeting, references and sources, and a profile in the menu. The user could go to the pages provided by clicking one of the menus. But it was much better if the buttons were clicked in an orderly way so the lesson could be learned smoothly and orderly. Below is the figure for the menu:

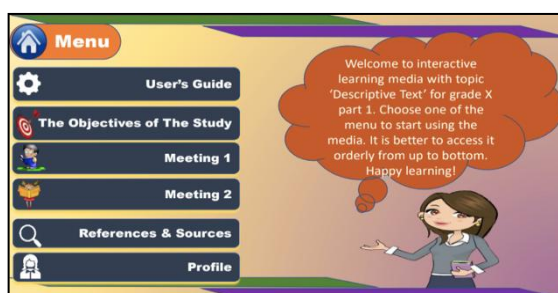


Figure 4. Menu Appearance

Self-Evaluation

After finishing the development, the researchers evaluated the developed media to see the grammatical and technical errors. At this stage, the researchers found that some buttons did not work properly, so revisions of some buttons were made before getting the revision and validation from the experts.

Expert Validation

Research Question 2: "What is the validity of the Interactive Learning Media in Learning Descriptive Text?"

Two experts engaged in validating the media. One was a content specialist from the English Education Department, while the other was a media specialist from the Technology Department. The questionnaire utilized the five-point Likert scale. An expert assessed the interactive learning media by selecting the options 1 for very good, 2 for good, 3 for enough, 4 for poor, and 5 for very poor. Each table concludes with a column that allows the experts to offer feedback and suggestions. The results of the validation are described in the table below:

Table 6. Result of Experts' Validation

No.	Expert	Average Score	Classification
1	Content Expert	3.55	Good
2	Media Expert	4.5	Very Good
Average Score		4.02	Good

According to the table provided above, the average score for the questionnaire regarding media suitability is 4.02. According to the quantitative data conversion proposed by Suharto (2006), the mean value aligns with the “good” category since it is in the interval 3.40-4.19. The findings revealed that the interactive learning media was appropriate and valid to be employed by the 10th grade students.

Some revisions were made to the developed media based on the suggestions from the experts. Unfortunately, there were some revisions from the media experts that could not be executed due to the limitation of features that the application had.

The following figures show the appearance of some sections of the developed and revised media:



Figure 5. Cover of the Interactive Learning Media



Figure 6. Menu of the interactive learning media

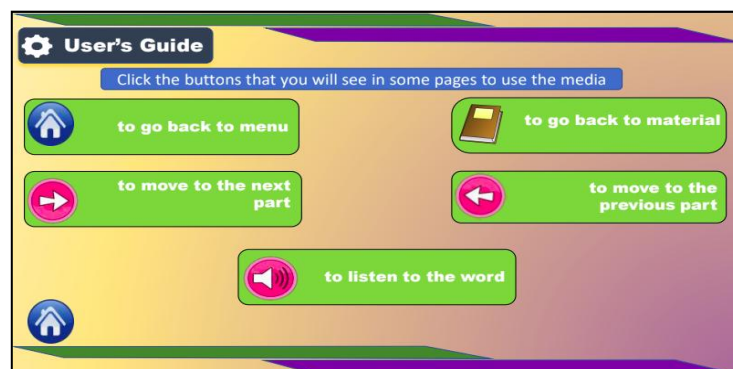


Figure 7. Guidance for using the interactive learning media



Figure 8. Menu for the material

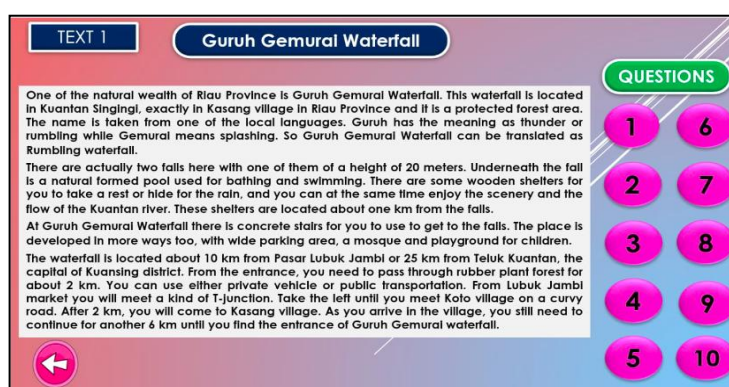


Figure 9. Interactive Exercise

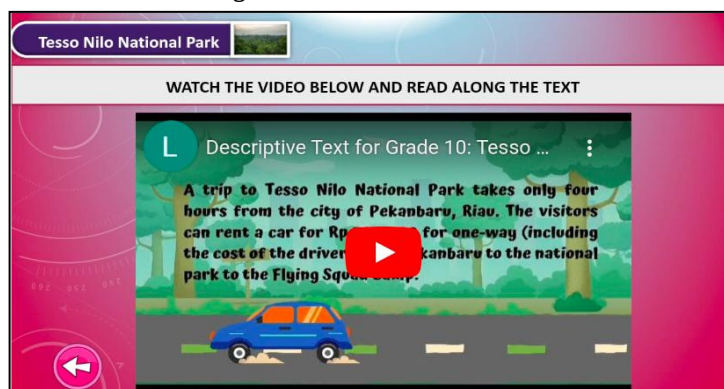


Figure 10. Practice Reading Video

Implementation Phase

Small group evaluation

After finishing the revisions from the experts, the interactive learning media was tried out at a private school before being implemented in the field test. After testing the media, a survey containing 15 questions was administered to 14 students. The obtained score for the students' feedback was 3.29, which was in a very good

category. It means that the media is practical and ready to be implemented for the field test.

There was positive feedback that students gave after implementing the media in the classroom through the comment they had with the researcher. Some students found that the interactive learning media was fun and interesting; some of their feedback is as follows:

S1: "The media is so fun"

S2: "I think the application is good and interesting"

S3: "I think the application is interesting"

S4: "This learning media is good because there is very detailed text and there are videos and those help me easier to understand it"

Aside from their interest in the interactive learning media, students also conveyed another point of view, stating that the learning media was beneficial for their educational progress. Here are some of their expressions:

S5: "It can be easier for learning with this learning system"

S6: "Utilizing learning media can facilitate the process of learning English"

S7: "The interactive learning media used is very good because we can understand learning"

The students also communicated their expectation to have more English classes with learning media, like in the subsequent statements:

S8: "I look forward that we'll have other English classes with like this media"

S9: "I look forward to another interactive learning media"

Evaluation phase

Research Question 3: "How is the effectiveness of interactive learning media in improving students' outcomes?"

The researchers gave a pre-test in the experiment and the control class with the topic of descriptive text in the first session. The second meeting until the fourth meeting were the stages of the developed interactive learning media implementation in class 10.4, while class 10.2 as the control group did not get the treatment.

Then, in the fifth meeting, the researchers held post-tests for both classes - the experiment and the control class. The data for the pre-test and post-test can be seen in the table below:

Table 6. Result of pre-test and post-test experiment and control class

Class	N	Mean (Pre-test)	Mean (Post-test)
Experiment	39	55.59	74.00
Control	39	55.79	66.31

According to the data in Table 7, the pre-test for the experiment class was 55.59, and the control class was 55.79. The result for the post-test was that the experiment class obtained 74.00 and the control class obtained 66.31. From this data, it could be assumed that there was an improvement in the experiment class after getting the treatment of the employment of media in their reading class. It clearly highlights the marked improvement in the experimental group.

To see a difference between the experiment and control classes after the implementation of the interactive learning media, an *independent paired t-test* using SPSS 26 was done. The result is presented below:

Table 7. Result of Independent Paired T-Test Post-test experiment and control class

Class		N	Mean	SD	Sig.(2-tailed)
Post-test	Experiment	39	74.00	18.91	0.04
	Control	39	66.31	12.62	

From the table above, the level of significance (2-tailed) was 0.04. It means that the sig. (2-tailed) was < 0.05 . Based on the data, there was a slight difference between the experiment and control class. The experiment class, which used interactive learning media to learn reading, obtained a mean of 74.00, while the control class, which used the conventional method, only obtained a mean of 66.31. It showed that there was an improvement in the experiment class compared to the control class. Therefore, it could be inferred that the employment of interactive learning media in teaching descriptive text was significantly effective in enhancing students' reading abilities. This significant improvement in reading comprehension scores can be attributed to the multimedia learning principles, which suggest that learners benefit from the combination of text, audio, and visual elements as it enhances cognitive processing and retention (Mayer, 2003).

A paired t-test was conducted to check whether there was an improvement between the pre-test and post-test of the experiment class after the implementation of the interactive learning media. The result can be seen in the following table:

Table 8. Paired T-Test Result

		Mean	Std. Deviation	Sig. (2-tailed)
Pair 1	Pre-test – Post-test	-18.41026	9.24724	.000

The data shows a clear distinction between the results of the pre-test for the experimental group, highlighted by a significance level (2-tailed) of 0.000, which falls below 0.05. The significant enhancement in reading comprehension among the experimental group indicates that the interactive media proved to be very effective

in captivating students and enhancing their skill in understanding descriptive texts. This aligns with previous studies on interactive learning media but highlights the added benefit of integrating local culture content (Erni, 2023; Setiawan, 2021). While the experimental group showed significant improvement, it is important to note that the relatively small sample size and the specific classroom environment could limit the generalizability of these findings.

Research Question 4: “What is students’ perception of interactive learning media?”

Students’ perceptions were collected following the deployment of interactive learning media. The table below summarizes the distribution of participants’ perceptions regarding interactive learning media:

Table 9. Summary of Students’ Perception

Aspects	Frequency	Percentages	The Total Percentages
SA	157	27%	99%
A	423	72%	
D	5	1%	1%
SD	0	0	(Negative)

Based on the data given, 99% of students either strongly agreed or agreed with the use of interactive learning media, compared to just 1% who disagreed or strongly disagreed. This highlights a very favorable attitude among students regarding the interactive learning resources utilized in the English class. This aligns with previous studies from Hakim & Wahyuni (2024) and Husaeni et al. (2022).

There are three aspects evaluated in gathering students’ perceptions. Figure 11 below presents the distribution of each aspect:

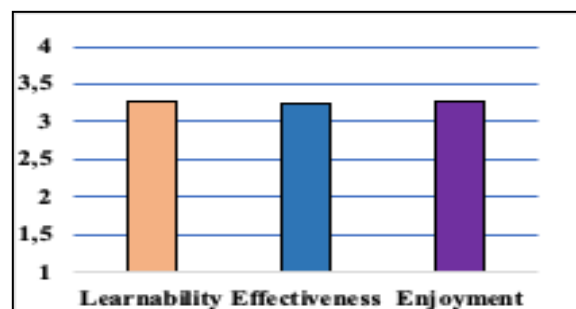


Figure 11. Students’ Perception Aspects

From the figure above, it shows that three aspects were 'very good' in students' perceptions. It indicates that interactive learning media made a positive contribution to students' learning processes.

In addition to distributing the questionnaire to students, some students were also interviewed about their views on interactive learning media. Their responses indicated a favorable outlook on how the media was utilized in their classroom. Below are excerpts from some of their comments:

S10: "The software proved to be user-friendly"

S11: "The media offered explanations"

S12: "The utilization of media in the classroom enhanced my enjoyment of learning English"

S13: "The music in the welcoming page was pleasant"

S14: "I wasn't fond of studying English at first, but this media has changed my perspective on the language"

S15: "The media was appealing and had a cool vibe"

From the feedback, it was depicted that the experimental group not only showed quantitative improvement in test scores but also demonstrated increased motivation and engagement during classroom activities, as reflected in qualitative feedback from student interviews.

Discussion

Recognizing the advantages that interactive learning media can bring to the classroom, this study aimed to create an interactive learning media specifically for tenth-grade senior high school students to facilitate their English learning, particularly in reading skills. The development process of the media adhered to the ADDIE model as outlined by Branch (2009). Based on the survey conducted among the students, the topic selected for the material was descriptive text centered on tourist attractions in Riau. Since the students' need analysis revealed that most students preferred additional material distinct from what was found in the textbook for reading text input in the interactive learning media, the researchers chose a topic that deviated from the textbook but was familiar to them: tourism in Riau. This topic was selected due to its representation of local culture.

Additionally, incorporating native culture into reading materials would provide several benefits. As noted by Erni (2023), local culture can enhance students' interest in reading comprehension. Moreover, studies by Bulkani et al. (2022), Elviana et al. (2020), and Azizah et al. (2021) indicated that the use of local culture in reading texts could boost students' reading comprehension and motivation. While earlier research has examined local culture-based interactive learning media, this study distinguishes itself by its emphasis on integrating local Riau culture into the content, offering students contextually relevant material that deepens their engagement with the learning experience (Annisha, 2024).

The creation of the media stemmed from the necessity for gathered analysis. This media includes a collection of materials, exercises, and quizzes. The provided materials offered explanations regarding descriptive texts, presented in both video and text formats. Additionally, there were links to YouTube and online quizzes to enhance the media, providing it with distinct features absent in other media sources (Rahim, 2022; Zahara, 2022). This approach serves as a strategy for teaching reading to students. The learning media incorporated engaging instrumental music to capture the users' interest.

The music featured plays at the beginning of the first page. Moreover, the researchers developed an auditory vocabulary component that enables students to practice accurate word pronunciation. Furthermore, videos based on the texts were created and made available to help students learn proper pronunciation while reading the text. The produced videos were then uploaded to YouTube, allowing users to listen to them. With the inclusion of explanations and facilitation strategies, it has been demonstrated that this can reduce students' resistance to active learning (Andrews et al., 2021).

After receiving validation and feedback from experts, the media was trialed with a small evaluation group. During this trial phase, the researcher guided the students on how to utilize the media. The students' initial reactions were reflected in their comments as they engaged with the media independently. They experienced no challenges in accessing the media, even though it was their first encounter with interactive learning tools. The content presented in the media captured the students' interest, as some of the tourist locations were known to them. The evaluations provided them with a stimulating experience, particularly because they were presented in an engaging format.

Following their experience with the media, the students' opinions on its use in reading class were collected through questionnaires. A significant majority of students rated their experience positively. The feedback highlighted their satisfaction with the content, the ease of using the media, and the evaluation methods. Additionally, they expressed increased motivation to learn English owing to the incorporation of technology. They indicated they were eager for future interactive learning media. This outcome aligns with findings from studies by Purwanti et al. (2023), Berg and Villiers (2021), Rukminingsih et al. (2021), Syawaludin et al. (2019), Primamukti and Farozin (2018), and Long and Szabo (2016).

This research highlights that the majority of students in the field test gave positive responses toward the implemented interactive learning media in their reading class as well. A similar finding was obtained by Fauziyah et al. (2016) and Larasati and Rustandi (2022). Thus, interactive learning media represents one of the instruments applicable in a reading classroom since it is equipped with material and examples that can motivate students' interest and engagement in learning.

The students felt excited when the opening audio played as the media started to use it. They commented that the inclusion of images and sound gave enjoyment and engaged them in learning. It is in harmony with the research done by Yuniari and Juliari (2021), who stated that the employment of instructional videos could improve students' attention and motivation in learning English due to the inclusion of text, images, sound, video, and animation relevant to the material. It also revealed by Rahma et al. (2021) that showed how digital learning materials can gain excellent results because they can assist students in learning effectively.

Beyond facilitating students to learn English interactively, this interactive learning media also offers another benefit. The research questions that explored the impact of interactive learning media on students' reading skills indicated that there was a slight disparity in reading performance between the group that received the interactive treatment and the group that did not. The group that experienced the interactive learning media achieved a higher average score post-treatment in the classroom. This suggests that the media could positively influence students' reading comprehension.

The students reported that the content was easy to grasp as the explanations were clear; they also mentioned that the steps within the media were laid out systematically, allowing for better understanding. This finding aligns with the studies by Elviana et al. (2020) and Khairiyah et al. (2021), which confirmed that students' performance on comprehension tests met the minimum mastery standards following the use of interactive learning media in reading class. Furthermore, interactive learning media is one type of technology that teachers can employ due to its effectiveness in stimulating students' thinking (Liliana et al., 2020; Chasanah et al., 2019). Thus, interactive learning media serves as a potential solution for the challenges that students may encounter in reading comprehension.

Overall, this study found that interactive learning media positively impact learning outcomes in an English reading classroom. The teacher, as the facilitator in the classroom, plays an important role in creating the media for the students. It needs the teacher's creativity and willingness to produce an interactive learning media to provide an interesting and interactive learning process for the students to engage them in the learning process actively, as stated in Regulation Number 103 of the Republic of Indonesian Ministry of National Education (Kemendikbud, 2014).

To summarize, this research made a contribution to the teaching system in this era. Since it offers a medium equipped with technology, it is highly recommended to have media that can support students' learning needs and strategies that are up-to-date for students nowadays. Having this kind of media in an EFL classroom is believed to enhance students' reading comprehension and give students a positive perception of learning English as a foreign language in 21st-century education. Future research should explore the scalability of this interactive learning media to larger and more diverse populations, as well as its potential impact on other language skills such as speaking and listening.

The findings in this study suggest that incorporating local culture content into interactive learning media not only enhances student motivation but could also serve as a model for other regions seeking to integrate culturally relevant materials into their educational frameworks. One limitation of this study is the relatively small sample size, which may limit the generalization of the findings to larger populations.

Conclusion

This research produced an interactive learning media based on local culture for grade 10 students and met their needs for learning descriptive text. The developed media of this research was deemed valid and practical and demonstrated a notable impact on students' reading proficiency, as evidenced by the findings of the study. It showed its effectiveness in the classroom, as depicted by the improvement of students' scores in experimental class; furthermore, the interactive learning media could also give students a chance to study independently due to its accessibility. The students gave positive perceptions and feedback as well.

The majority of the students defined the media as beneficial for their learning because it could motivate their interest and engagement. Furthermore, most students stated that the media helped them comprehend the texts provided in it. Based on the research findings, it is highly recommended to have the media integrated with technology in teaching reading in the 21st century as an effective strategy to enhance students' reading comprehension and arouse positive perception. This study contributes significantly to the development of the interactive learning media research field and awareness of local culture since it offers actual classroom environments, student learning outcomes and perceptions, and teaching approaches. Still, this research has some limitations, one of which was the lack of animation in pictures and writing in the media.

This part could not meet learners' expectations toward the media. It can be one suggestion for future researchers who are interested in developing interactive learning media to put more animation in the media. Another limitation was the form of the media in APK, and it was a concern from the students when they wanted to install it. It is suggested for future research to seek other options for the form of the media.

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