

Interactive Learning Content Using H5P in Pronunciation Course

Alfina Gustiany Siregar* & Friscilla Sembiring

English Education Department, Faculty of Teacher Training and Education,
Universitas Quality Berastagi, Indonesia

Assigned: 21 September 2022 ; Reviewed: 26 September 2022 ; Accepted: 01 November 2022

*Corresponding Email: alfinagustianvsiregar@gmail.com

Abstract

In this blended learning, students experience offline and online learning. Sometimes students experience burnout in online learning. This can be caused by various things, such as signal interference, less interesting learning materials, and so on. In Pronunciation course, there are many symbols and transcripts on the pronunciation. More practice made the pronunciation of a word better. The purpose of this study is to developed interactive learning content using H5P in Pronunciation course. The method used is ADDIE model development method, the steps are analysis, design, development, implementation, and evaluation. The results are interactive video and interactive quizzes using H5P which are applied to students in Pronunciation course. Using interactive videos and interactive quizzes, students better understand the material and feel excited in the learning process.

Keywords: Interactive Learning Content; H5P; Pronunciation.

How to Cite: Siregar, A.G. & Sembiring, F. (2022). Interactive Learning Content Using H5P in Pronunciation Course. *Journal of Education, Humaniora and Social Sciences (JEHSS)*. 5 (2): 1219-1225.



INTRODUCTION

The high covid-19 pandemic globally has been going on for almost two years, this has also affected the learning system in the country, inseparable at The University of Quality Berastagi, thus requiring learning to be carried out in a blended learning manner, namely by face-to-face and online methods. In answering these demands, a learning system is needed that can accommodate all lecture activities that can be accessed electronically which is hereinafter referred to as e-learning or electronic learning. Allen (2013) said E-Learning is learning that is compiled with the aim of using electronic systems or computers so that it can support the learning process. To support a good learning system, interesting learning media is needed. One of them is to use interactive content.

Content is an important element in the implementation of learning. The core role of current content is as a medium in the teaching and learning process. Content can be conveyed through various media either directly or indirectly. Broadly speaking, digital media content is divided into several types, namely text, quizzes, images (visual), sound (audio), infographics, videos, podcasts, games, and others. According to Braneva, et al (2021), if it is associated with learning activities, content in the form of learning materials is one of the very important components in the implementation of learning activities. This learning content or material concerns about what is taught and what the learners should understand. Learning content is the main thing in the learning process, content must get important attention, especially in the process of distance learning during this pandemic. Interesting learning content can certainly foster the enthusiasm for learning of students.

One of the software that is currently being used for online learning is H5P. Based on data obtained from the Wikipedia page, the H5P framework or work tool was first released on January 25, 2013. The content type in the H5P application works in the same way as the entire H5P-compatible website. To make it easier to integrate this application with the new platform, it has been designed to minimize platform-specific code and minimum backend code, most of the code is JavaScript. H5P is precisely a free and open-source content collaboration framework.

According to Ramliyana & Vickry (2020), H5P stands for HTML 5 Package which aims to make it easy to create, share, and reuse interactive HTML 5 content. H5P is an HTML 5-based web framework learning evaluation tool program with a variety of interactive content such as presentations, interactive videos, game memory, quizzes, multiple choice, drag and drop that can be accessed easily. The purpose in developing and implementing H5P content is to attract the attention of users when accessing H5P content in e-learning (Pinoa & Hendry, 2021). H5P can be a learning medium that is much more interesting and easily able to capture and understand every content of material in the user. HTML 5 technology allows users to interact with web content through various features developed by H5P (Handoko, 2020). In H5P there are many features that can be developed, such as presentations, interactive videos, game memory, quizzes, multiple choice, drag and drop, and so on.

H5P is designed in such a way as to be able to share, create, and reuse interactive content. Usually, the e-learning content created there is interactive learning media so that it is able to cause and increase motivation in learning activities, therefore the right media is needed to make the interactive content can stimulate positive responses from each learning material delivered.

Pronunciation Course have an important role in learning English. According to Witria (2020), Pronunciation is a sound system in speech, consisting of vowels, consonants, pressures, 6 rhythms, pauses and sequences. As an important component in language, pronunciation can even be used as a benchmark for speaking development (Naserly, 2021). The purpose of the Pronunciation course is to give students competence in how English words and sentences are pronounced in the right and appropriate way. In line with this, Endahati (2014) said that the purpose of pronunciation lectures is to provide students with good pronunciation skills in a contextually comprehensive manner because these pronunciation skills are one of the fundamental abilities of productive indicators in the field of linguistics, namely the ability to speak. In addition to learning



about vowels and consonants, pronunciation lectures are also taught about word stress, intonation, ending 's', silent letters, grammatical endings, British and American differences.

The development of H5P-based interactive content is very popular lately. This was tested in MTsN 1 Pringsewu students who experienced an increase in enthusiasm of 93.75% after being given an H5P-based Qawā'id learning media (Sultoni, et al., 2021). Yaas (2022) found that the results of the application of interactive content (H5P) showed that H5P content in e-learning Moodle students tend to be more enthusiastic in receiving material in the form of audio-visual through interactive books and interactive videos. This is also supported by Nurhartanto & Tyas (2021) who found that using H5P learning media, in addition to increased student motivation, there was also an increase in students' ability to understand English learning. Based on this, researchers are interested in developing interactive learning content using H5P in pronunciation lectures.

METHODOLOGY

This research was carried out at the English Language Education Study Program, Faculty of Teacher Training and Education, University of Quality Berastagi. This activity is carried out in accordance with the lecture time in the Pronunciation course. The population in this study was 2nd semester students of the English Language Education Study Program, University of Quality Berastagi. This research uses the R&D development method with the ADDIE model. This model can be used for various forms of product development in learning activities such as models, learning strategies, learning methods, media and teaching materials (Mulyatiningsih, 2016). The first stage is analyze which aims to find out what is needed in the development of this learning media. In this study, the analysis stage will be carried out on an analysis of students' needs for e-learning content to be developed using H5P. Then, researchers will design learning content in the form of interactive videos and interactive quizzes. Furthermore, Development, the development of e-learning content is carried out by referring to the design that has been designed, then the content design is imported into the H5P framework in accordance with the various tools available. Then, Implementation, After the interactive learning content is developed, the product is then tested on the second semester students of the English Language Education Study Program at Quality Berastagi University.

RESULTS AND DISCUSSIONS

From the research that has been carried out, results were obtained in the form of interactive videos and interactive quizzes using H5P in pronunciation courses. H5P interactive videos and quizzes are developed according to the ADDIE development model. The development of this media begins with analyzing the necessary needs. Such needs include: selection of material for interactive video using H5P. Based on the analysis, the researcher decided on Simple Short Vowels as material for making H5P interactive videos and on the quiz in the form of a summary of the learning that has been learned in several meetings.

1. Interactive Video

Interactive video is one of the learning media that is able to explain well. Based on this, researchers chose interactive videos (Whatley & Ahmad, 2007). In addition, researchers also use the quiz feature to evaluate student learning outcomes. In interactive video design, the first thing to do is to make a video, then edit the video (enter text and music), download the video in the H5P application, add interactions to the video, such as single choice sets, multiple choices and true / false questions, make a summary and the last one makes a grade score.

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Figure 1. Initial view of the video

At the beginning of the video, there is the title of the material, the name of the lecturer and the origin of the university as seen in figure 1.

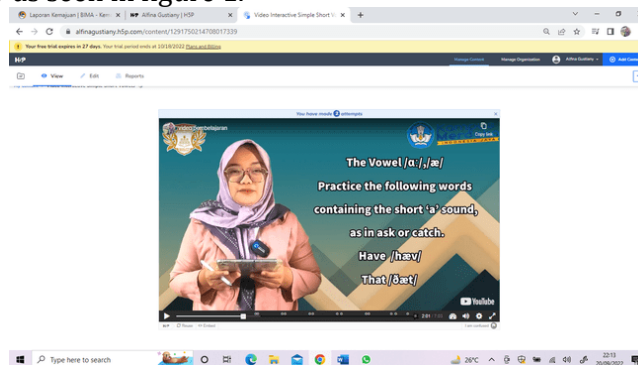


Figure 2. Material Explanation

In figure 2, the researcher explains one of the simple short vowels material, then asks students to repeat a few words after being spoken by the researcher.

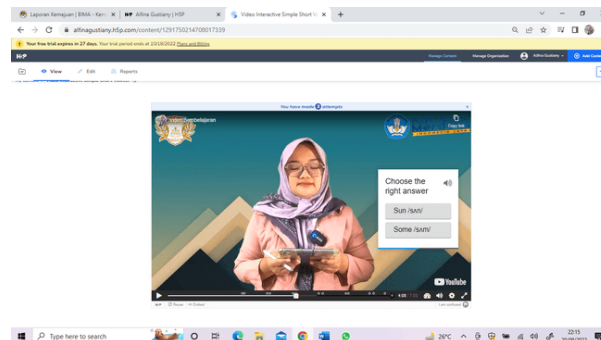


Figure 3. Interaction Single Choice Set

In figure 3, one of the interactions contained in the video is a single choice set. By the time the question appears, the video automatically stops, giving time for the student to answer by clicking on the correct answer. If the result is correct, the score will appear as shown in figure 4. When the student clicks 'continue' then the video runs back.

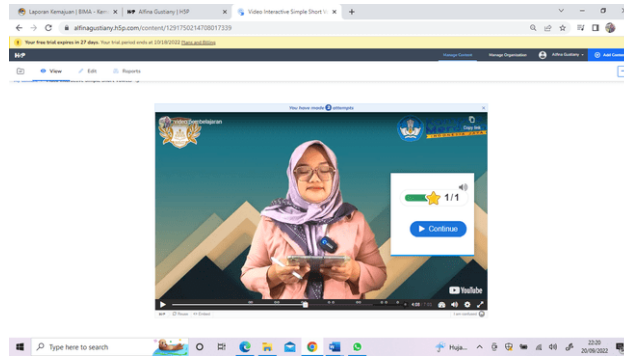


Figure 4. Answer Results

2. Interactive Quiz

In the quiz, the first thing to do is to create a background image for the question, then create questions and answers with question types: mark the words, multiple choices and true / false questions, make feedback from each question, summary and the last one makes a grade score. There are 10 questions in the quiz and they are presented randomly.

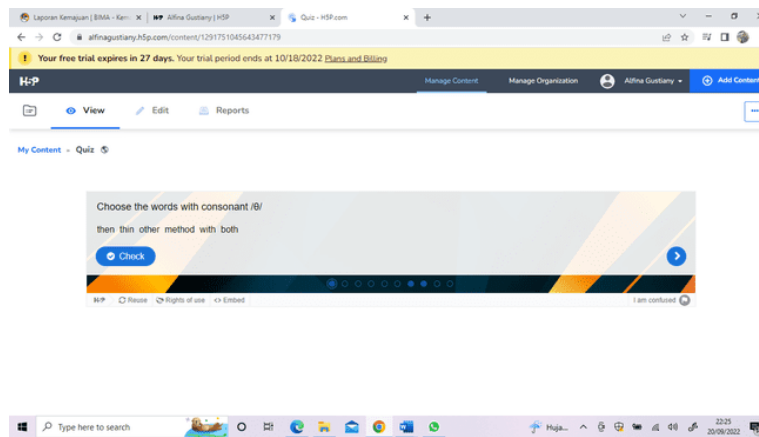


Figure 5. Mark The Words Question

In the question with the type of mark the words, several words can be chosen by students that they think are correct. When the student has chosen, then click 'check', then the right and wrong answer appears. If students want to know the correct answer, they can click 'show solution', as shown in figure 6.

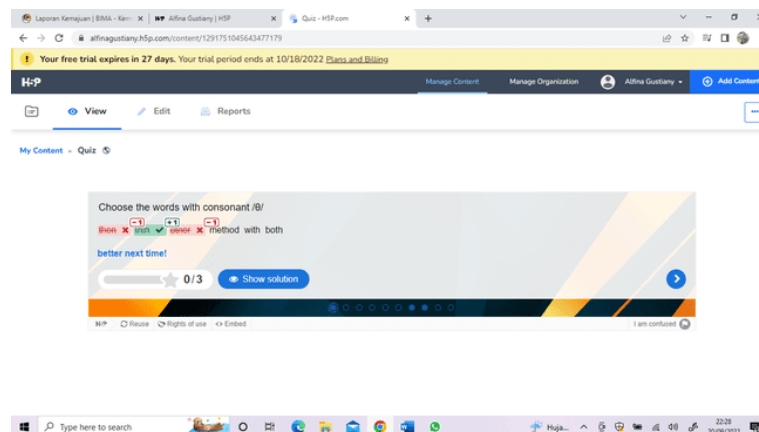
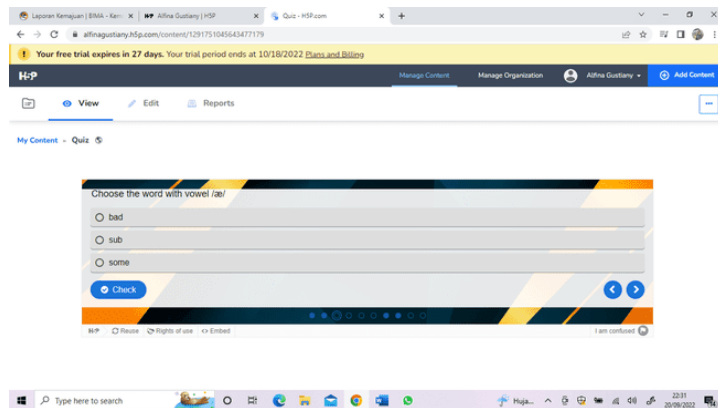


Figure 6. Answer Results



Gambar 7. Multiple Choice Question

In the multiple choice question, students choose one correct answer then click 'check' to see the results of the answers. If it is true then there is an inscription 'excellent' at the bottom of the question. Then the last type is true/false question. Students choose true or false answers. If the student's answer is wrong, the correct answer will appear under the question, as shown in figure 8.

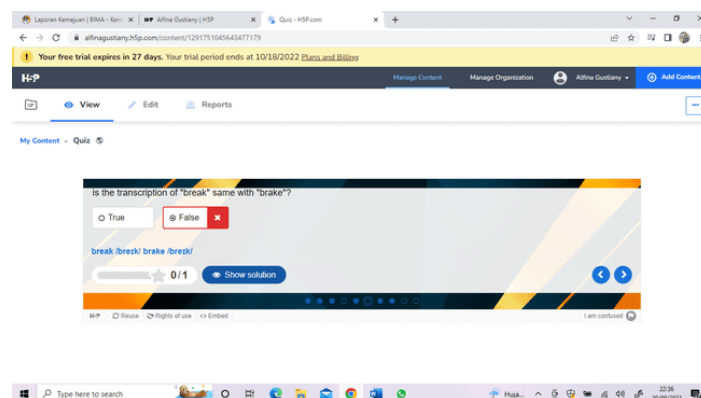


Figure 8. Soal True/False Question

Interactive videos and quizzes using the H5P framework have been tested on students and students are satisfied and happy with the learning media presented. Students find this media interesting compared to previous learning and they hope that there will be learning media like this for other courses.

CONCLUSION

Online learning sometimes makes students feel bored and not excited, especially in pronunciation course where students say a lot of pronunciation. In addition to signal interference or learning activities, it is considered less interesting. One way to overcome this is to use learning media. Researchers develop learning content using the H5P framework. The resulting products are in the form of interactive videos and interactive quizzes. Interactive videos containing materials, sample words and questions. In the quiz, the questions given are a summary of several meetings. The use of learning content has a positive impact on students. Interactive videos and interactive quizzes make students better understand the material and feel excited about the learning process.

ACKNOWLEDGMENTS

Researchers would like to thank you for the research grant from the Ministry of Education, Culture, Research, and Technology so that this research is carried out.

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