

DEVELOPING COMPUTER-ASSISTED LANGUAGE LEARNING MULTIMEDIA AS A SELF-DIRECTED SOURCES TO LEARN READING AND WRITING SKILLS OF DESCRIPTIVE TEXT FOR 7TH GRADE STUDENTS OF SLEMAN REGENCY

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Abstract

The objectives of this research were to identify target and learning needs of 7th grade students of junior high schools in Sleman Regency in learning descriptive texts using CALL multimedia, to identify the characteristics of appropriate computer-assisted language learning multimedia to learn reading and writing skills of descriptive text for 7th grade students of Sleman Regency based on the criteria of a good learning media, and to find out the quality of the developed CALL multimedia based on the criteria of a good learning multimedia. This research was a research and development study. The subjects of this study were 7th grade students of Sleman Regency in the academic year 2016/2017, represented by 7th grade students of SMPN 3 Godean, SMPN 2 Pakem, and SMP Sultan Agung Seyegan. The research procedure was adapted from Lee and Owens (2004) by omitting the implementation phase due to the time limitation. The steps of the research were (1) conducting needs analysis, (2) developing course grid, (3) developing the first draft of the materials, (4) getting the expert judgement, (5) revising and writing final draft of the materials. The products of this research were the descriptions of target and learning needs of 7th grade students of junior high schools in Sleman Regency in learning descriptive text using CALL multimedia, and a self-directed CALL multimedia of descriptive texts for 7th grade students of Sleman Regency. The materials were developed by referring to the steps of text-based instructions. Each unit consists of 12 tasks containing Let's Get Started, Let's Learn More, Let's Do It, Let's Explore More, Self-reflection, Vocabulary Lists, and Now I Know. Both units discussed descriptive texts with different topics (people, animals, and things). The tasks are varied from individual, in pairs, and group work. Based on the results of expert judgement, the mean score of the materials is 3.41 which is categorised as "Very Good".

Kata kunci: reading, writing, self-directed learning, multimedia development.

Abstrak

Tujuan dari penelitian ini adalah mengidentifikasi kebutuhan belajar siswa kelas 7 SMP di Kabupaten Sleman dalam belajar teks deskripsi menggunakan multimedia CALL, untuk mengidentifikasi karakteristik dari multimedia CALL berdasarkan kriteria media pembelajaran dan untuk mengetahui kualitas dari multimedia CALL yang telah dikembangkan. Penelitian ini adalah penelitian dan pengembangan. Subyek dari penelitian ini adalah siswa kelas 7 SMPN 3 Godean, SMPN 2 Pakem, dan SMP Sultan Agung Seyegan. Prosedur penelitian diadaptasi dari Lee dan Owens (2004) dengan menghilangkan proses implementasi. Langkah-langkah penelitian meliputi (1) analisis kebutuhan, (2) pengembangan silabus, (3) pengembangan naskah pertama, (4) penilaian ahli, (5) revisi dan naskah final. Produk penelitian ini adalah deskripsi dari Analisa kebutuhan siswa kelas 7 SMP di Kabupaten Sleman, dalam belajar deskriptif teks menggunakan media CALL dan media pembelajaran deskriptif text untuk kelas 7 SMP. Materi dikembangkan berdasarkan langkah langkah pembelajaran berbasis teks. Setiap unit meliputi 12 tugas, mencakup Let's Get Started, Let's Learn More, Let's Do It, Let's Explore More, Self-reflection, Vocabulary Lists, dan Now I Know. Seluruh unit membahas deskriptif teks dengan topic yang berbeda (manusia, hewan, dan benda). Tugas bervariasi dari individu, berpasangan, dan kelompok. Berdasarkan hasil penilaian ahli, nilai rata-rata multimedia mencapai 3,41 yang dikategorikan sebagai "Sangat Baik".

Keywords: membaca, menulis, pembelajaran mandiri, pengembangan multimedia.

INTRODUCTION

As Harmer (2007) suggests, English has globally accepted as a genuine lingua franca or

the language used as a mean of communication by people who do not communicate using the same first or second language. English becomes a

very important language to be learnt since then. Indonesia is also one of the countries which puts English in as a subject in schools and it started to be learnt at the junior high school level in order to make the students able to communicate in global community.

According to the 2013 Curriculum containing Basic Competence or *Kompetensi Dasar*, junior high school students should be able to communicate in English through learning not only language skills but also language features through varied text types. The first text type which will be learnt by 7th grade students of junior high school is descriptive text. As mentioned in the Basic Competence, the students should have the ability to understand the contextual meaning of a descriptive text through reading process and produce a simple descriptive text both in written and spoken forms. Being a very beginning text introduced at 7th grade students, descriptive text is important for the students not only for academic life but also in real situations so that they need to master descriptive text before learning other text types.

Sadly, based on the researcher's self-experience in PPL or *Praktek Pengalaman Lapangan* in MTsN Godean started from July to September 2016, students felt descriptive text was quite difficult for them. In fact, when students faced the descriptive text classes, they should have the ability to understand the contextual meaning and produce some descriptive texts (both in writing and speaking form) in a very short time (2 meetings) which was not enough for them to achieve the goal of the basic competence: understanding the contextual meaning through

reading strategies of descriptive text and producing some descriptive texts. Moreover, they had to learn only one text for reading process and they needed teacher's help to understand the text since there was no activity to develop their vocabulary due to the time limitation. They tended to imitate the text model provided in the reading process when they were asked to write a descriptive text. Since they only imitated the text, they could not perform their best writing and came up with many grammar mistakes and vocabulary lacks. When the researcher wanted them to read and write descriptive texts more for enrichment, the English teacher of MTs Negeri Godean did not allow the researcher to do so since they had scheduled teaching and learning process, and the teacher felt difficult to check their understanding after their self-learning. The researcher then concluded that teaching and learning process of descriptive texts were interesting to be discussed and developed.

By understanding the issue of teaching and learning process of descriptive texts happened at MTs Negeri Godean, it can be concluded that the problems are both in reading and writing process; the students needed to learn some reading strategies, build various vocabularies in relation to understand descriptive texts, and learn how to write descriptive texts by understanding the process of writing in general and the features of descriptive text. In addition, it is hard to put emphasis only in descriptive text during the school time, so that the self-directed media is the best solution for the problem.

Sharma and Barrett (2007) claim that technology can have more opportunities than the

traditional one based on several reasons. Firstly, technology will be something fun for the students since they will have opportunities to learn through it as much or even as little as they want. They can also manage their time to learn through the materials. Secondly, technology has the possibility to make an interactive learning. When the students are tired of paper-based materials, they can be attracted by materials introduced using technology equipment. To top that off, technology can become something expected in students since they are digital natives and able to work with technology very well. Considering some benefits of technology as a medium in teaching-learning process, the researcher chooses to use technology in making self-directed media to fill the gap between the existing and expected conditions.

After concluded the issue of teaching and learning process of descriptive text and decided to use technology to develop the media, the researcher tried to do some interview session with English teachers from different schools. The interview sessions were done by having three junior high schools, both state and private schools, as the subjects of this research under the consideration that these schools could be the representatives from other schools in Sleman Regency under some rationales, and whether they have the same problem in teaching and learning of descriptive text. Firstly, based on the accreditation level, both schools come from different levels of accreditation. The first school, SMP Negeri 3 Godean, has the *excellent* level of accreditation, marked by “A”. The second school, SMP Negeri 2 Pakem, has the *excellent* level of

accreditation, marked by “A”. The third school, SMP Sultan Agung Seyegan, has the *good* level of accreditation, marked by “B”. By picking out three schools from different levels of accreditation as the representatives, the researcher wants to develop better CALL multimedia which can be used properly by each student inhabits in Sleman Regency, no matter from what level of accreditation his school is. Secondly, based on the National Examination Rank in 2016/2017, both schools get the different results which can be concluded that SMPN 3 Godean comes up as the representative from best rank schools (4 of 136), SMP Negeri 2 Pakem becomes the representative of middle rank schools (67 of 136), and SMP Sultan Agung Seyegan as the representative of low rank schools (118 of 136). Thirdly, the schools come from different sub-districts so that the media can suit more students in Sleman Regency based on the characteristic of the students. To top that off, both schools are chosen under the considerations that this study needs schools having a computer laboratory or at least some computers which can be accessed freely by the students so that the students can learn by themselves using developed CALL multimedia provided by the researcher, and both schools have computer laboratories. It is true that there is a school having “*enough*” accreditation level marked by “C” in Sleman Regency. Considering that this school has no computer laboratory, that the researcher does not pick the school as subject.

The first English teacher interviewed by the researcher was Ms. Susan Angelina, S.Pd., an English teacher of SMPN 3 Godean. The researcher asked several questions regarding to

problems of teaching and learning process of descriptive text. There were some facts that the 7th grade junior high school students of SMP Negeri 3 Godean sometimes found it difficult to understand and write descriptive texts because they could only learn them in a very short time, and the input process from reading itself was very limited. There were also no additional materials in the form of handouts or student worksheets to support the materials besides the materials from the teacher that could enrich their understandings. Moreover, the students felt ennui to learn descriptive text because the teacher herself did not use any media to teach since she had a problem working with computer.

The second interview session was held by having Ms. Lis as interviewee. She is an English teacher for 7th grade students of SMP Negeri 2 Pakem. She explained that the major problems of teaching and learning process of descriptive text in her school was about vocabulary mastery. The students also could not produce correct grammatical sentences in developing descriptive text. However, she sometimes used presentation to support her teaching and learning process and the students were quite familiar with it. The third English teacher interviewed by the researcher was Ms. Lia, the English teacher of SMP Sultan Agung Seyegan. She said that she never used any multimedia to support her teaching and learning process so that the students sometimes felt bored. She admitted that the students also find it difficult to learn how to understand and write descriptive texts in a very short meeting (2 meetings only) and she agreed that there should be an additional material to be learnt by the students out of the

classroom. As a result, the students needed some additional materials to have better understanding of the reading strategies and producing descriptive texts which should be more interactive and attractive without interrupting heavy schedule of the academic calendar.

Considering the gap between existing and expecting conditions, the researcher proposes a development of computer-assisted language learning multimedia as self-directed sources to learn reading and writing skills of Descriptive Text for 7th grade students of Sleman Regency by using Adobe Flash application to develop the media.

RESEARCH METHOD

This research is classified as an Educational Research and Development (RnD) since the purpose of this study is to develop a product that can be used in an educational program which meets the quality of a good learning product (effectiveness, quality, or similar standards) (Gall et al., 2003:569). The study was carried out in Sleman Regency, Special Region of Yogyakarta. The subject in this research was the student of class VII of SMP Negeri 3 Godean, SMP Negeri 2 Pakem, and SMP Sultan Agung Seyegan. This study applied the ADDIE model proposed by Lee and Owens (2004) which consists of five common steps of the instructional design which will be clearly explained below. The data collection technique used in this research was through questionnaires. There were two questionnaires applied in the study. The first questionnaire was used in the needs analysis stage to collect information about students' needs and

learning needs. The data collected was in the form of quantitative data gained from two questionnaires. The data was in the form of frequency percentages from the needs analysis questionnaire. The students' choices were presented in the form of percentages. The two highest percentages were considered representing the students' needs. The percentages were calculated by using the following formula.

P : percentage (%)
 f : frequency
 N : number of respondents
 100 : fixed number

In the second questionnaire, numerical scale was used to collect responses based on the questions given. The scales were as follows.

Table 9. **The Numerical Scale**

4	Very Good
3	Good
2	Fair
1	Poor

After the data had been collected, they were converted into descriptive analysis using the quantitative data conversion proposed by Suharto (2006:52-53).

$$P = \frac{f}{N} \times 100$$

$$R = \frac{Xh - Xl}{4}$$

Where:

R : Range

Xh : The highest score

Xl : The lowest score

4 : Range of the *Likert-scale*

After that, the data were converted into descriptive analysis based on its appropriateness

as proposed by Suharto (2006:52-53). The indicator is the Mean (χ). The Means were calculated by using the formula of the data conversion below.

$$Mn (\chi) = \frac{\sum fx}{n}$$

$\sum N$ = the aspects that fulfill the criteria of a good coursebook

N = the total aspects

Table 10. **Quantitative Data Conversion by Suharto (2006:52-53)**

Scales	Interval	Descriptive Categories
4	$3.25 \leq x \leq 4$	Very Good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

RESEARCH FINDINGS AND DISCUSSION

The target needs of the 7th grade students of junior high school in Sleman Regency in using the CALL multimedia are: students liked to learn using computers, and they liked to do self-directed learning using computers. Yet, they seemed rarely to use computers. Students wanted to be able to understand the meaning of the texts, write descriptive text in English, and enrich vocabulary. They wanted to learn vocabulary and meaning of the texts in the multimedia. Students considered themselves as beginners that they can understand simple sentences and utterances in daily conversation. Students faced difficulties in reading and writing English because of the limitation of vocabulary and the information of the text was hard to understand. The learning

needs of the 7th grade students of junior high school in Sleman Regency in using the CALL multimedia are students wanted to have 5-8 activities inside the multimedia, and they wanted to have less than four texts in a topic and they preferred to have familiar topics about neighbourhood and school environment. They preferred to have descriptive texts about things and animals. In presentation aspects, students wanted the colours of the backgrounds are blue, white, and green. Students also wanted “Comic san MS” to be the font of the multimedia. In reading activities, students wanted to have multiple choices questions and deciding true and false statements. In vocabulary enrichment activities, students wanted to do games to improve vocabulary. In grammar activities, students wanted to do multiple choices questions and make examples of grammatical patterns. Students preferred to do self-directed learning at computer laboratory. They wanted to have group work in the multimedia. They also wanted to be independent learners and facilitated by the teachers. After conducting needs analysis process and analysis, the course grid for self-learning multimedia is needed to be developed. Course grid is developed based on the result of needs analysis, core competences, and basic competences of Curriculum 2013 for Junior High School. The materials will be taken from internet with several adaptations. Shortly after the course grid was developed, the next step is the development of the design of self-directed learning multimedia.

The multimedia are classified into several parts; they are introduction, main menu, user

guide, competence, materials, profile, and summaries. The materials will follow the steps of genre-based learning approach. As mentioned earlier that the media will consist of 3 (three) units.

The mean score of the whole multimedia was 3.41 (content: 3.30, instructional: 3.26, presentation: 3.30, programming: 3.78) and categorised as “Very Good”. The materials are claimed by the expert as appropriate with several revisions. The revisions are in the questionnaire and will be revised in the revisions part. After getting the results of expert judgement and suggestions proposed by the expert, some parts of the multimedia need to be revised.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the expert judgement, the multimedia with the characteristics mentioned above got the mean score 3.41 and could be categorized as “Very Good”.

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