DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING DESCRIPTIVE TEXT WRITING FOR GRADE VII STUDENTS OF SMPN 4 WATES

ELT JOURNAL

Muhammad Agung Saputra

10202244072

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015

APPROVAL SHEET

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING
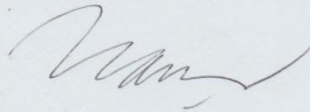DESCRIPTIVE TEXT WRITING FOR GRADE VII STUDENTS OF
SMPN 4 WATES

ELT JOURNAL
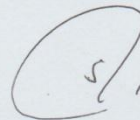

Muhammad Agung Saputra

10202244072

Approved on January19th, 2016

First Supervisor   Second Supervisor

<u>Drs. Suharso, M.Pd.</u>   <u>B. Yuniar Diyanti, M.Hum.</u>
NIP. 19591006 198403 1 002   NIP. 19790626 200501 2 001

Developing Interactive Multimedia for Learning Descriptive Text Writing for Grade Vii Students of SMPN 4 Wates

Muhammad Agung Saputra
Suharso.
B. Yuniar Diyanti

English Education Study Program,
Faculty of Languages and Arts
State University of Yogyakarta

Abstract: The objectives of the research were 1) to describe the target and learning needs of Grade VII students of SMPN 4 Wates in terms of the learning of English writing, and 2) to develop the appropriate interactive multimedia for learning descriptive text writing for Grade VII students of SMPN 4 Wates. This was a Research and Development (R & D) study. The procedure of the research followed the multimedia instructional design process proposed by Lee & Owens (2004) with some modifications. The modified model consisted of four main parts: 1) analysis, 2) design, 3) development, and 4) evaluation. The results of the needs analysis revealed that students' goal in learning English were to be able to communicate in English in both spoken and written form in daily life. The students' necessities in writing English were to produce acceptable sentences with acceptable grammar and to produce the text by considering the social purpose, the generic structure, and the linguistic features of the text. They wanted to describe public figure, mammals, and recreation places in the learning to write descriptive texts. There were three writing activities: (1) arranging jumbled words into good and meaningful sentence, (2) completing missing words in a text, and (3) writing a text based on the picture that students wanted to be included in the materials. The appropriate interactive multimedia consist of four list menu: about, user guide, units and references. The results of the materials and media evaluation showed that the content and the media of the interactive multimedia fitted into "very good" category as the mean value of all content aspects was 4.3 and the mean value of all media aspects was 4.4, in a range of the very good category, namely $\bar{x} > 4.2$.

Keywords: *Interactive Multimedia, Descriptive Text, English Writing.*

==

Introduction

The change of the Indonesian curriculum, from Curriculum 2006 to Curriculum 2013, has raised the questions of what course books, learning materials or teaching media are relevant to students' needs and the principles of the curriculum. In line with the need of suitable materials or media in teaching English, multimedia will be one of the suitable English teaching materials. Recently, it is very important for teachers to teach English using multimedia because it can bring a number of advantages to the teaching and learning process and one of the potential advantages is to create high quality learning environments (Cairncross & Mannion, 2001).

Moreover, the availability of multimedia in teaching English of junior high schools based on Curriculum 2013 is still limited. The government commonly provides schools with English

textbooks only. Furthermore, it is a fact that young people live in the digital technology era. Nowadays, students are already very familiar with computers, mobile phones, digital cameras, and also multimedia. Therefore, the application of multimedia in teaching English suits the recent condition of the students.

In addition, multimedia offer significant advantages for English teaching especially in teaching writing, which one of the advantages of multimedia in teaching writing is to motivate students in presenting English in its more complete communicative context (Ting & Tai, 2004). Meanwhile, it is common that students of junior high schools have difficulties dealing with writing because there are some aspects that they have to consider.

Based on the researcher's teaching experience from July 23 to September 14, 2013 in SMPN 4 Wates, it was found that there were, at least, two main problems related to the students and materials in connection with the writing teaching-learning process.

The first main problem was that the students had poor ability to write English. This was proved by their writings which were full of undeveloped ideas, disorganized ideas, and inappropriate words. There were also spelling errors, and grammatical, capitalization, and punctuation mistakes in their writings. The clearer pictures of what were happening in that time are presented below.

Students commonly experienced problems discovering and developing ideas in writing. Whenever they faced English they did not have anything to write and could not come up with ideas, whereas good writing begins with a good idea. Although students have found and developed ideas, they were sometimes disappointed in their writing because they were disorganized.

In terms of vocabulary mastery, they were categorized as low. The low vocabulary mastery lead to their poor word choice. They frequently chose and used inappropriate words. This condition happened when students were asked to complete a text with suitable words. Some students still chose inappropriate words, although the word options were provided to help students to complete a text.

In addition, their knowledge of English grammar was poor. Some students still made grammar mistakes such as adding the suffix *'-s'* to the end of the words *'behaviour, furniture, permission' (behaviours, furnitures, permissions)* to indicate plural forms whereas these words are classified as uncountable nouns which do not have plural forms.
English spelling is one of crucial aspects in writing, but it was also difficult for them. They still made spelling errors, for example, they misspelled the word '*biycle'* and *'girafe'* that the correct spelling should be *'bicycle'* (the correct spelling has 'c' before the 'y')*, and *'giraffe'* (the correct spelling has 'ff' before the 'e').

In terms of capitalization and punctuation, some students still used capitalization and punctuation incorrectly. Most of the students knew that they had to use capital letters at the beginning of sentences, but some of them did not realize they should use capital letters at names like the days (*Sunday, Monday*), the people's names (*Andrew, Anita*), or the places (*Bali, England*). Some students were also still confused about the use of punctuation marks. Some missed the full stop offs the ends of the sentences. Some did not know where to put the commas. Some did not put the question marks at the end of questions.

The next main problem was related to the teaching learning materials. The writing materials were monotonous because the students only did the writing activities from the English coursebook. The English coursebook only provided students with the limited variation of writing tasks. The best opportunities for students to practice writing English from the coursebook was only from a task that asked students to read a text and then answered some questions from the text. Although the answers already existed on the text, some students still had difficulties writing the answers. There were several factors that made students felt uneasy about writing English through the English coursebook, such as the content and topic of the text were uninteresting or the writing tasks and activities were unappealing to the students.

Those conditions showed the English coursebook were not quite relevant and suitable for the students, especially for Grade VII Students of SMPN 4 Wates who had no good writing habit. Their poor writing habit was clearly seen from the difficulties and problems they faced every time they were asked to write English. To build students' writing habit, the students need something more than just a book. They need something that provides them with interesting materials, enjoyable tasks, appealing activities, good auditory input/music and visual input/pictures.

Besides the problems related to those two aspects, the recent change of the curriculum from Curriculum 2006 to Curriculum 2013 also triggers another problem. The implementation of Curriculum 2013 should meet the students' needs and the teaching learning materials that teachers are going to teach. This condition, then, gives a chance to teachers to find teaching learning materials or media, especially for teaching writing that should be relevant with the new curriculum and the students' needs.

Research Methods

The research belonged to Research and Development (R & D). Gall, Gall, and Borg (2003) describe R & D as a process used to develop and validate educational products which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. The product of the research is English interactive multimedia for learning descriptive text writing for Grade VII students of junior high school. The research was carried out at SMPN 4 Wates. The population of the research was Grade VII students of SMPN 4 Wates and the sample of the research was 32 students of class VII A. The instrument of the research was questionnaires. There were three kinds of questionnaires. The first questionnaire was distributed in order to find out information about the students' needs and learning needs. The second and third questionnaires were distributed to obtain feedback and suggestions from the material expert and the media expert. The materials expert analyzed the materials development of the product while the media expert analyzed the technical quality of the product. In the research, the researcher adapted the model by Lee & Owens (2004) to develop the interactive multimedia. Lee & Owens propose the "Multimedia Instructional Design Process" which consists of six main stages. Those are *Needs assessment - Front-end analysis – Design – Development - Implementation - Evaluation*. However, the researcher modified the model into four main parts; *Analysis – Design – Development – Evaluation*.

Discussions

The result of the needs analysis showed that students' goal in learning English was to be able to communicate in English in both spoken and written form in daily life. The students' necessities in learning writing English were to produce acceptable sentences with acceptable grammar and to produce and construct text by considering the social purpose, the generic structure and the linguistic features of the texts accurately and contextually.

The result of the needs analysis also revealed that in teaching and learning English descriptive texts writing about people, the students wanted to describe public figure like actress, actors, singer, and comedian. Furthermore, in teaching and learning English descriptive texts writing about animals, the students wanted to describe mammals like cat, dog, cow, elephant, etc. In teaching and learning English descriptive texts writing about things, the students wanted to describe recreation places like beach, temple, zoo, museum, etc.

In terms of the desired length of texts as input for writing, the students voted for text with 100-150 words as the input. Regarding the desired procedure for learning writing, there were top three procedures of learning writing activities that students wanted to be included in the materials. They were (1) arranging jumbled words into a good and meaningful sentence; (2) completing missing words in a text; and (3) writing a text based on a picture/ table/ diagram.

The results of the expert judgment showed that both content and media aspects of interactive multimedia belonged to the very good category. The revised product of interactive multimedia consists of four lists menu to open: *About, User Guide, Units* and *References*. The *About* menu presents the descriptions of the media and the profile of the developer. The *User Guide* menu presents the function of several buttons that appears in the media. The *Units* menu presents three different units with three various topics to study. The *References* menu presents the resources of the content.

Each unit has different music and background colors to avoid students from getting bored. Each unit consists of five main activities: warming up, observing, questioning, collecting analyzing communicating, creating. Each unit also provides students with mini dictionary. Mini dictionary contains a list of words that appear in texts in each unit in alphabetical order with the correct spelling and pronunciation. Their meanings are explained or written in Indonesia and they help students understand the words that appear in the unit. The end of each unit is also supported by summary and reflection part.

Conclusions

The results of the needs analysis revealed that students' goal in learning English were to be able to communicate in English in both spoken and written in daily life. The students' necessities in writing English were to produce acceptable sentences with acceptable grammar and to produce the text by considering the social purpose, the generic structure, and the linguistic features of the text. They wanted to describe public figure, mammals, and recreation places in the learning descriptive text writing. There were three writing activities: (1) arranging jumbled words into good and meaningful sentence, (2) completing missing words in a text, and (3) writing a text based on picture that students wanted to be included in the materials.

The appropriate interactive multimedia consist of four list menu: about, user guide, units and references. The about menu presents the descriptions of the media and the profile of the

developer. The user guide menu presents the function of several buttons that appears in the media. The units menu presents three different units with three various topics to study. Each unit consists of five main activities: warming up, observing, questioning, collecting analyzing communicating, and creating. The end of each unit is also supported by a summary and a reflection part. The references menu presents the resources of the content.

References

Anderson, M & Anderson K. 1998. *Text Types in English 3*. South Yarra: Macmillan Edv. Australia PTY LTD.

Asih, W. K. 2013. *Developing Interactive Multimedia to Teach Reading Narrative Texts for the 8th Grade Students of SMPN 1 Puring*. Yogyakarta State University: Unpublished Undergrad Thesis.

Borg, W. R., Gall, M. D., & Gall, J. P. 2003. *Educational Research: An Introduction. (7th ed.)* New York: Longman.

Cairncross, S. & Mannion, M. 2001. *Interactive Multimedia and Learning: Realizing the Benefits*. Edinburgh: Routledge.

Feez, S. & Joyce, H. 1998. *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research Macquarie University.

Huang, C. 2004. *Designing High-Quality Interactive Multimedia Learning Modules*. Stanford: Elsevier.

Lee, W. W. & Owens, D. L. 2004. *Multimedia-Based Instructional Design (Computer-Based Design, Web-Based Design, Distance Broadcast Training, Performance-Based Solutions, 2nd Edition)*. San Francisco: Pfeiffer.

Nunan, D. 2003. *Practical English Language Teaching (First Edition)*. Singapore: The McGraw-Hill Companies, Inc.

Reddi, U. V. & Mishra, S. 2003. *Education Multimedia: A Hanbook for Teacher-Developers*. New Delhi: The Commonwealth Educational Media Centre for Asia.

Spratt, M., Pulverness, A. & Williams, M. 2005. *The Teaching Knowledge Test Course*. Cambridge: Cambridge Univ. Press.

Ting, Y. & Tai, Y. 2004. *The Design of Computer Multimedia Material for English Language Learning*. Taipei: Oriental Institute of Technology.

Widoyoko, E. P. 2009. *Evaluasi Program Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik*. Yogyakarta: Pustaka Pelajar.

Yunita, R. 2015. *Developing Interactive Learning Multimedia for Listening Materials of the "When English Rings a Bell" for Grade VIII Students of Junior High Schools (SMP/MTS)" Textbook*. Yogyakarta State University: Unpublished Undergrad Thesis.