

Developing English Tasks Based on Interactive Multimedia for the Eighth Grade Students at SMP IT Al Bina Pangkalpinang

Agci Hikmawati*, Iful Rahmawati Mega, Dody Sugiarto

STKIP Muhammadiyah Bangka Belitung

*Corresponding author. Email: agci.hikmawati@stkipmbb.ac.id

ABSTRACT

This research is intended to develop English tasks based on interactive multimedia by using Adobe Flash CS3. The objective of this research is to develop English tasks based on a suitable interactive multimedia for the eighth grade students at SMA IT Al Bina Pangkalpinang. The research procedure steps are as follows, 1) planning, 2) design, and 3) development. The planning phase concerns the collection of the data on the students' needs. The design phase deals with designing the interactive learning media. The development phase concerns the development of the first draft of the interactive learning media, asking experts to judge and validate it. Based on the data analysis, the research finding show that the English tasks based on interactive multimedia for the eighth grade students of SMA IT Al Bina Pangkalpinang is feasible. Feasibility of the interactive multimedia was very good. Percentage of assessment by the content expert reached 81.94%, the media expert 87% and the English teacher reached 85%. It means that this interactive multimedia is suitable to use.

Keywords: *Interactive, Multimedia, Tasks, Functional text.*

1. INTRODUCTION

In EFL (English as a Foreign Language) countries, English is not used in daily communication. It is only used in certain occasions. It makes people in EFL countries have no enough English input and the impact is that mastering English becomes hard and consumes more time. Teaching English, therefore, in schools should be appropriate so that the goals can be achieved. Learning materials has become an important element in syllabus design, classroom teaching and learner assessment. Learning materials are one of the most important components of the instructional process. Tasks can be also fun and highly students centered when doing on effective games and other such interactive activities though task is not a substitute word for games. Where students are conscious of marks, including many junior high school students, if tasks are not clearly supportive of good grades, they may find such activities as either irrelevant or even label them as bad teaching. For games may not be always supportive of important curricular goals. Nevertheless, it can be argued that putting fun into learning materials and learning media represents positive motivation that can achieve even worthwhile outcomes in respect to English syllabus.

Media, as one of the components, are used by many teachers to deliver learning materials to students. There are so many media that can be used in teaching English such as pictures, audio, video, television, the Internet, and so on. In many cases, they are really helpful since the use of them can lead to an interesting learning process. Nowadays, many teachers utilize media in English instructions.

Students at SMP IT Albina mostly learn English from text book and teachers' explanation. Students need something new and fun that is more interesting and interactive when they are learning and answering English tasks.

Multimedia refers to computer-based systems that use various types of content, such as text, sound, graphics, animation, video and interactivity. The key concepts of multimedia are thus 'computer-based' and 'interactive'. It consists information of technology as an alternative learning source. The use of multimedia can help them to improve their ability during the process of learning English. By using interactive multimedia, the process of the English teaching will be more interesting and flexible on the condition that computers or laptops are around their daily life. And also it can help students

understand when, where, and how to use English naturally.

Based on the explanation above, a solution is needed in order to make students more interested in the learning process especially answering English tasks so they can achieve the learning goals. And the students can enjoy joining the English lesson without feeling bored and sleepy. This can be realized through optimizing the use of media, for example, interactive multimedia. Therefore, the present study attempts to develop English tasks based on interactive multimedia to junior high school students.

1.1 Literature Review

1.1.1 Definition of Task

A task is an activity which is carried out as the result of processing the language [3], which has the overall purposes of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulation and decision-making [3] requiring learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been covered [3]. In this definition, processing the language means understanding the language so that the students know what they will do in class rather than in the world outside the classroom. Facilitating language learning means that a task is used by the students to study the language.

In another definition, a task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while learners focus their attention on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form [3]. It means that pedagogical tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form.

From the definitions above, it can be concluded that task is classroom work done by the students to understand and use the target language similar to the way that it is used in the real world. In this study, a task is meant a piece of class work that will be varied and arranged in phases from the simple to the more complex one.

1.1.2 Tasks Components

According to [3] there are six elements that make up a task. Those elements are goals, input and procedure, and these will be supported by the teachers' role, students' role and settings.

When students are doing tasks, a teacher has an important role as Harmer [2] states that before, during, and after students writing, a teacher has to perform as

the following: a) demonstrating, b) motivating and provoking, c) supporting, d) responding and e) evaluating. After students finish doing the tasks, a teacher should give feedback. Sharing and discussing with students about their writing is the solution when giving feedback. A teacher has to ensure that graphics, animation, audio and video within a single technology, such as a computer or television.

Multimedia refers to computer-based systems that use various types of content, such as text, sound, graphics, animation, video and interactivity. The key concepts of multimedia are thus computer-based and interactive. It consists of information of technology as an alternative learning source. It can help students to study independently. The use of multimedia can help them to improve their ability during the process of learning English. Interactive multimedia is in many ways similar to printed textbooks and other teaching or reference materials that provide a wide range innovation and various English teaching and learning styles.

2. METHOD

This research type is research and development (R & D). The product of this research is an English tasks based on interactive multimedia for the eighth grade students at SMP IT Albina Pangkalpinang.

The data were collected through questionnaires the research procedure was adopted from Stephen M. Alessi dan Staley R. Trollip with the steps are as follows, A) planning, B) design, and C) development [1].

2.1 Planning

The planning phase concerns the collection of the data on the students' needs.

2.2 Design

The design phase deals with designing the interactive learning media.

2.3 Development

The development phase concerns the development of the first draft of the interactive learning media, asking experts to judge and validate it.

The setting of this research were at SMP IT Albina Pangkalpinang. There are computer laboratory and multimedia room. The sample of this research is twenty-eight students of eighth grades. The sample used the purposive sampling technique.

The researcher used questionnaires as instruments to gather data in this research. There are three questionnaires. The first questionnaires used to obtain information about the students' needs and learning needs. The second and third questionnaires used to obtain feedback and suggestion from the material expert who analyzes the contents and the instructional quality

while the media expert analyzes the technical quality of the product.

3. RESULT AND DISCUSSION

3.1 Planning

3.1.1 Need Analysis

The needs analysis was conducted to get the data of the students and the descriptions of their learning needs by using the first questionnaire. There were twenty multiple choice questions. The data of the needs' analysis were summarized in Table 1 below:

Table 1. Results of Students' Questionnaire about English Learning Media

No	Questions	Responses	Percentage
1.	Do you know about English learning CD?	Yes	37%
		No	70%
2.	Is English learning CD important to use in learning?	Very important	14%
		Important	22%
		Important enough	51%
		Not important	14%
3.	What do you think about English exercises?	Easy to do	18%
		Quite Easy to do	59%
		Hard to do	22%
		Very hard to do	3.70%
4.	Is it important for you to have good ability to answer English questions?	Very important	55%
		Important	37%
		Important enough	7%
		Not important	7%
5.	How often do you practice answering English questions?	Always (every day)	22%
		Often	22%
		Sometimes	77%
		Never	0%
6.	How is your English ability?	Very good	3.70%
		Good	18%
		Quite good	55%
		Poor	25%
7.	What obstacles do you find in learning English? (the answer can be more than one)	Using the correct grammar	70%
		Make correct sentences	40%
		Understanding types of text	18%
		Choosing appropriate vocabulary and use them	33%

		based on the context	
		Organizing text	11%
		Others	11%
8.	What activities do you want in English learning? (the answer can be more than one)	Making a story based on the pictures	18%
		Arranging randomized sentences	55%
		Arranging randomized paragraphs	14%
		Filling gaps in paragraphs	7%
		Writing a text based on the type of text that I learn	29%
		Writing a text based on the topic that might interest me	29%
		Others	11%
9.	What topic do you want in reading descriptive text?	Topic about figures	66%
		Topic about knowledge	25%
		Topic about sport	14%
		Topic about historical places	25%
		Others	11%
10.	What input do you want in reading and writing materials?	Pictures	44%
		Articles from internet and magazines	33%
		Short stories or serial stories	22%
		Biography	3.70%
		Video	37%
		Short movies	55%
Others	3.70%		
11.	Is it important to learn grammar before answering English questions?	Yes	85%
		No	14%
12.	Is it important to know text structures and language elements of text before reading	Yes	85%
		No	7%

	and writing the text		
13.	What purposes do you want to reach in learning the English exercises?	Improving the understanding of the text types	29%
		Being able to write text based on the types of text that I learn	22%
		Enriching the number of vocabulary	48%
		Improving the understanding about the grammar	55%
		Being able to write in English by using correct grammar, punctuation, and vocabulary	48%
		Others	7%
14.	What way do you want to have in learning English?	Learning in a big group	25%
		Learning in a small group	40%
		Learning individually	33%
		Learning in pairs	25%
		Others	3.70%
15.	What media do you want to use in answering English exercises?	Writing CD	22%
		Printed books	37%
		Writing book	33%
		Work sheet	7%
		Others	11%
16.	What do you want your teacher do before starting the learning activities?	Explaining the learning goals	29%
		Explaining types of text that will be learnt	29%
		Explaining the examples of the texts that will be learnt	25%
		Explaining the steps of the activities that will be learnt	18%
		Others	3.70%
17.	What do you want your teacher do after	Revising the students' works and	48%

	you have finished answering the English exercises?	discussing the mistakes in the classroom	
		Revising the students' works and discussing the mistakes directly	55%
		Revising the students' works and giving sign on the mistakes	25%
		Others	7%
18.	What do you want your teacher do when you find difficulties in answering the English exercises?	Revising students' works and giving sign on the mistakes	29%
		Reviewing and explain the materials one more time	55%
		Answering the questions directly	22%
		Revising the students' works	22%
		Others	14%
19.	What do you want after you've finished writing English?	To revise it	62%
		To give comments	22%
		To read it	14%
		Do not expect anything	7%
		Others	3.70%
20.	What kinds of English learning exercise do you want?	In the form of multiple choices	85%
		Matching the words and the meaning based on the context	25%
		Using true/false statements	25%
		Rearranging sentences/paragraphs	18%
		Others	11%

Based on the Table 1 above, most of the students' motivation to learn English was to master English. They also wanted to be able to communicate in formal and informal situations in the daily activities. However, they

still had limitation in all English skills. In addition, most of the students had low English proficiency level.

3.2 Design

3.2.1 Designing Flowchart

They are Profile, Grammar, and English Tasks which are consists of these materials: announcement, asking and giving opinion, texts, superlatif and comparative.

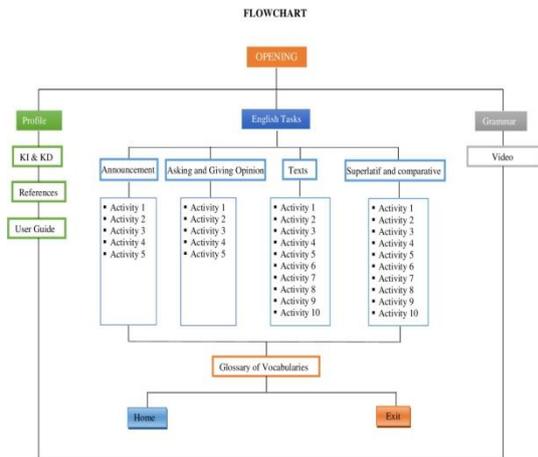


Figure 1. Flowchart of media

3.3 Development

3.3.1 Developing Media

This phase concerns the development of the first draft of the interactive learning media, asking material and media experts to judge and validate it. The result evaluation from media expert shows in Table 2.

Based on the Table 2, the overall percentage of the evaluation from the media expert is 87%. It means that this interactive multimedia is good.

Based on the Table 3, the overall percentage of the evaluation from the material expert is 81,94%. It means that the material is good and feasible.

Generally, the layout of English Tasks based on interactive multimedia shows in these following Figure 2.

Table 2. The Result Evaluation from Media Expert

No.	Statements	Score	Expected score	Percentage
1.	Screen design and slide are interesting	4	4	100%
2.	The slide arrangement is good	4	4	100%
3.	The materials integration is arranged well	3	4	75%
4.	The relevant of background color in the multimedia	3	4	75%
5.	The choice of bright color for important information	3	4	75%
6.	The design uses the appropriate letters	3	4	75%
7.	The texts are clear and easy to read	4	4	100%
8.	The color composition of the text and background is appropriate	4	4	100%
9.	The multimedia is interactive and interesting	3	4	75%
10.	There is time limit in Evaluation Task	4	4	100%
11.	Feedback of the interactive multimedia is suitable and effective	3	4	75%
12.	Answer sheet and its feedback is in the same slide	3	4	75%
13.	The buttons placement is consistent	4	4	100%
14.	The "back" and "next" buttons are available	4	4	100%
15.	The "home" button for back to the main menu is available	4	4	100%
16.	The "exit" button is available	4	4	100%
17.	The "play" and "stop" buttons in video are available	4	4	100%
18.	The "enter" button for starting the media is available	4	4	100%
19.	The appearance of the pictures are good	3	4	75%
20.	The size of the pictures are good enough	3	4	75%
21.	The effectiveness of pictures used in materials are good	3	4	75%
22.	The quality of pictures in materials are good	3	4	75%
23.	The quality of music instrument are good	3	4	75%
24.	The quality of the audio are good	4	4	100%
25.	The quality of the video are good	3	4	75%
Total		87	100	
Average Score				87%

Table 3. The Result Evaluation from Material Expert

No.	Statements	Score	Expected Score	Percentage
1.	Material Coverage	3	4	75%
2.	The materials are logically sequenced	3	4	75%
3.	The effectiveness of material presentation	3	4	75%
4.	The effectiveness of the language use in explaining the materials	3	4	75%
5.	The quality of activity items	4	4	100%
6.	The balance of materials and activity items	4	4	100%
7.	The clarity of materials and tasks	3	4	75%
8.	The media is easy to be used and controlled	4	4	75%
9.	Relevance to the competency standard	3	4	75%
10.	Relevance to the standard competency	3	4	75%
11.	The match between indicators and basic competency	3	4	75%
12.	Clear learning instructions	4	4	100%
13.	Completeness of the material	3	4	75%
14.	The task progress is developed from easy to complex activities	3	4	75%
15.	The match between activity items and basic competency	3	4	75%
16.	The match between task items and indicators	3	4	75%
17.	The Multimedia Attraction	4	4	100%
18.	Feedback Employment	3	4	75%
Total		59	72	
Average Score				81,94%

