



DEVELOPING A WRITTEN DESCRIPTIVE TEXT THROUGH INTERACTIVE MULTIMEDIA

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Abstract

Most of English teachers still used the conventional teaching and only used PowerPoint presentation during the teaching process. Actually, teachers can use the more attractive media such interactive CD. This study was aimed to find out the effectiveness of developed interactive CD in teaching written descriptive text and the students' response toward the developed interactive multimedia. This research used research and development method from Sugiyono (2009, p. 289). The data taken were the media assessment data by the experts, questionnaire about students' response to the interactive CD, and effectiveness of interactive CD analysis. The experts' assessment results showed that the interactive CD was scored 94% in term of media and 100% in term of subject matter. The percentage showed that both media and material from the interactive CD were categorized as very good. The result of questionnaire about students' response to the interactive CD was at 89.16% on small-scale product trial and 91.4% on large-scale product trial with very good criteria. Both results on students' response questionnaire showed that the interactive CD gained positive response from the students. Meanwhile, the data about interactive CD effectiveness was analyzed using T-test. The result of the T-test obtained from SPSS assisted calculation indicated that there was significant influence of interactive CD on the average score of tenth grade students' descriptive text. Overall, it can be concluded that the interactive CD is eligible and effective to be used as a learning media in school.

Keywords: interactive multimedia, descriptive text, research and development

Introduction

As one of the language skills, the writing skill is always important in the English language materials. In the classroom materials the overall emphasis is on written language. To communicate, besides using spoken language, students also need the written language. According to Hedge (2005, p. 10) cited in Alhsen (2007, p. 4) writing is about guiding student to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group reader. Written language is oftenly used in the publication such as book, newspaper, magazine, literary work, etc.

Generally, there are many problems usually faced by the students related to writing skill. According to Huy (2015, p. 2), student's problem in writing skill is that they are not aware of the importance of writing skill in their learning. They often get low

marks when doing the tests on writing skill and it affects their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation, and organization. Firstly, the difficulties are faced by the students can be seen in writing a simple paragraph; the students get difficulty in exploring their ideas into words. In other words, the students have not used appropriate diction. Secondly, the students cannot make a proper word order in a simple sentence yet. Thirdly, the students have low vocabulary mastery. Last, based on pre-observation in SMA Agus Salim Semarang it showed that in the descriptive text material students are still confused between descriptive text and recount text. This situation able to happen because in the syllabus order the material presented before the descriptive text is recount text. After studying recount text, the students understood that recount text tells

experience of a person. However, if they study descriptive text afterward, they might get misconception. For example, when they are asked to write about a tourist attraction, they tend to re-write their experience when they went to that tourist attraction. Meanwhile in writing descriptive text, they supposed to give description about that tourist attraction.

In the teaching and learning process, media are very influential to achieve the objectives of the course. Media will assist teachers in the process of delivering information to the students because the media can act as a tool in the learning process and learning resources for students. Media are one of the means of communication to convey the message from the sender to the receiver. Media applied in education will be very helpful in the learning process. Media used in learning process is referred to media of learning. Heinich (1993) cited in Rusman, et al. (2011, p. 169) media are considered as instructional media when they carry the message with an instructional purpose, i.e., to facilitate communication. Media come from Latin and is the plural of the word "medium" which literally means "intermediary" is an intermediary source of the message (a source) to the receiver of the message (a receive).

Based on pre-observation done in SMA AgusSalim Semarang it showed that the English teacher still used non-multimedia teaching in teaching learning process. The use of media was still limited to the use of power point presentation. A powerpoint presentation was used monotonously and made the student bored in joining the class. That was because the less attractive PowerPoint designed by the teacher. Based on the above issues, instructional media used appropriately has a considerable influence on the achievement of learning competencies that will be achieved by the teacher during the process of teaching and learning. The development of information technology is such a rapid wide-ranging impact to the area of teaching materials, such as interactive CD. By using interactive CD as the learning

media, teacher can utilize computer as the main component, as the ingredients, the interaction between teachers and media learning, students with learning media, and educators and students.

Based on the fact above, the objectives of the research are (1) to know whether the interactive multimedia developed is effective to the teaching of English writing of the descriptive text, and (2) to know the students' response toward the developed interactive multimedia in English writing of descriptive text.

Methodology

The Research and Development study (R&D) is a research method used to produce a particular product, and test the effectiveness of the product. Step-by-step development of the media in this study was developed from Sugiyono (2009, p. 89). In this research, subject of the study was the product in a form interactive CD English Descriptive text material that has passed the stage of revision and had been tested in tenth grade students of SMA Agus Salim Semarang. The data from the identification of problems analyzed by qualitative descriptive analysis. The results of data response experts included in the calculation of the percentage table in accordance with the application criteria.

Table 1. Eligibility Criteria Interactive CD

Percentage	Assessment Criteria
87% - 100%	Very Feasible
69% - 86%	Feasible
51% - 68%	Less Feasible
33% - 50%	Not Feasible

Based on the research method, the research procedure are (1) the steps preliminary observation of learning aids that had been used by teachers in the classroom, (2) asking for license from school to hold research about developing media to teach written descriptive text, and (3) preparing research instruments which included the syllabus, lesson plan, and design the media.

Findings and Discussion

1. The Expert Assessment Results on Media Feasibility

The media feasibility assessment included two aspects: the assessment by expert of media and the assessment by expert of subject matter. In media feasibility assessment was obtained from the data of feasibility test results using aspects and criteria of assessment of instructional media.

a. Assessment Results of Expert of the Media

The assessment of media by experts was based on an assessment sheet obtained from the feasibility test data using aspects and criteria of assessment of learning media. Interactive CD would be suitable to be used in learning if the score obtained from the assessment of expert of the media reaches percentage $\geq 69\%$. If the percentage obtained $< 69\%$ then the media needs to be revised and then the media would be validated in the second stage. The result of the assessment of expert of the media was presented in table.

Table 2. The Results of Interactive CD Assessment by Expert of the Media

No	Criteria	Score
A	Software Aspect	
1	Effective and Efficient	3
2	Maintable	3
3	Interactivity	2
4	Usability	3
5	Compatibility	3
6	Reusable	3
B	Audio Visual Communication Aspect	
1	Creativity	3
2	Visual (layout, design, typography, color)	3
3	Animation	3
4	Audio (narration, sound effect, backsound, music)	2
5	Layout Interactive	3
	Average	94
	Percentage	94%
	Criteria	Very Feasible

Based on Table 2, it can be seen that the value for interactive CD provided by expert of the media reached a score of 94%.

The expert of the media gave a score of 2 (two) on the aspect of Interactivity and Audio, this was because in the Interactivity aspect, learning indicators needed to be revised and should be based on the syllabus. While in the Audio aspect, interactive CD had not yet contained the audio feature or backsound, so when the media run it seems less interesting and varied.

b. Assessment Results of the Expert of Subject Matter

The assessment of the material on interactive CD was started with the validation stage which validated if the material on the media was eligible to be used. On the other hand, the material was eligible if the score $\geq 69\%$. The expert of subject matter validation results are presented in Table 3.

Table 3. The Results of Interactive CD Assessment by Expert of Subject Matter

No	Criteria	Score
A	Learning Design Aspect	
1	Clarity of learning objectives	3
2	Relevance of learning objectives	3
3	Material suitability	3
4	Giving motivation in learning	3
5	Contextuality and Actuality	3
6	Easy to understand	3
7	Systematic, coherent, clear logic	3
8	Consistency of evaluation with learning objectives	3
9	The accuracy of the use of learning strategies	3
10	Clarity of material description	3
	Average	100
	Percentage	100%
	Criteria	Very Feasible

Based on Table 3, it can be seen that the value for interactive CD provided by expert of subject matter reached a score of 100% with very good criteria. The expert of subject matter gave a score of 3 (three) in all aspects of the existing material sheet of interactive CD assessment guidelines that have been provided. It shows that interactive CD can be used as a learning media in school.

2. Students' Response about the Use of Interactive CD during the Learning Process

The revised interactive CD based on the expert's assessment of first and second stage evaluations was then tested on a small-scale and large-scale product trial. I took 12 students of tenth grade from SMA Muhammadiyah 01 Semarang in the implementation of small-scale product trials and all student of tenth grade from SMA AgusSalim Semarang, amounting to 38 students on large-scale product trials. The feasibility assessment on small-scale product trials was based on student responses to interactive CD. The results of students responses in small-scale product trials are presented in Table 4.

Table 4. The Result of Student Response to Interactive CD in Small-Scale Product Trial

No	Statement	Score
1	Keys provided in the media are easy to operate in learning media.	95%
2	The instructions for using media are easy to understand.	93.33%
3	The navigation buttons in interactive CD are displayed interesting	95%
4	The typeface, size and spacing look appropriate and unobtrusive.	93.33%
5	The animation presented in descriptive text is clear.	85%
6	Background color, text, pictures, and animation are suitable and neat.	91.66%
7	Sound effects are used in harmony and do not interfere with learning.	80%
8	Use the correct language.	85%
9	The sentence used does not lead to multiple interpretations.	80%
10	The material on this media is explained in simple language,.	93.33%

Percentage

$$\begin{aligned}
 &= \frac{\text{Total score}}{\text{The amount of maximum score}} \times 100\% \\
 &= \frac{535}{600} \times 100\% \\
 &= 89.16\%
 \end{aligned}$$

Based on Table 4, it can be seen that interactive CD that had been developed

shows a positive result. In a small-scale product trial obtained 89.16% with very good criteria. The percentage of responses indicated that the interactive CD developed was well responded by students on small-scale product trials.

The feasibility assessment on large-scale product trials was based on students' responses to interactive CD. The result of students responses in large-scale product trials are presented in Table 5.

Table 5. The Result of Student Response to Interactive CD in Large-Scale Product Trials

No	Statement	Score
1	Keys provided in the media are easy to operate in learning media.	96.8%
2	The instructions for using media are easy to understand.	96.8%
3	The navigation buttons in interactive CD are displayed interesting	96.8%
4	The typeface, size and spacing look appropriate and unobtrusive.	96.8%
5	The animation presented in descriptive text is clear.	88.9%
6	Background color, text, pictures, and animation are suitable and neat.	93.6%
7	Sound effects are used in harmony and do not interfere with learning.	78.4%
8	Use the correct language.	90.5%
9	The sentence used does not lead to multiple interpretations.	80%
10	The material on this media is explained in simple language,.	95.2%

Percentage

$$\begin{aligned}
 &= \frac{\text{Total score}}{\text{The amount of maximum score}} \times 100\% \\
 &= \frac{1713}{1900} \times 100\% \\
 &= 91.4\%
 \end{aligned}$$

Based on Table 4.4 indicates that students in large-scale product trials had given a good response to aspects of the use of interactive CD. In a large-scale product trials obtained a percentage of 91.4% with very good criteria. In large-scale experiments the learning process is in accordance with the design of learning that I had made. The learning process was done to obtain students' responses and the effectiveness experienced

by students on their learning outcomes in large-scale product trials.

3. The Effectiveness of Interactive CD

The effectiveness of interactive CD could be using SPSS. The result of SPSS analysis showed that the value of t_{count} on the first sheet was 8.740 with the significance 0.000. This means that the value of t_{count} significance ($p = 0.000 < 0.005$). The analysis conducted to determine the effect of an interactive CD media on the results of student scores in writing descriptive text. The results after analyzing indicates that there is influence of interactive CD to the average score of tenth grade students' descriptive text. The effectiveness of interactive CD could be seen from the assessment by the experts. The assessment of media by expert of the media reached a score of 94%. In other hand, the assessment of media by the expert of the subject matter reached score of 100%. The assessment results of the experts were taken based on the media assessment guidelines already provided in the study.

Conclusions

The developed interactive CD is feasible for written English descriptive text teaching. It is proven by the assessment result from the expert of the media and expert of subject matter. The media scored 94% from the expert of the media assessment and 100% from the expert of subject matter. The students' questionnaire showed that the interactive CD is effective for the teaching of written English descriptive text. It is proven by the result of the product trial in small-scale product trial which categorize in very good criteria with 98.16%. In addition, the media also gained positive response from students in large-scale product trial with 91.4% which was also considered in very good criteria.

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