

Variants of Adobe Presenter E-Learning to Effectively Optimize the Teaching of German Language at Universities in Malang, Indonesian

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Abstract

This research is aimed at investigating the effectiveness of Adobe Presenter which contributes to the vocabulary and grammatical structure acquisition among students taking German language study in public and private universities in Malang. During the first year, the researchers focused on identifying and analysing the competency needs of college students who use Adobe Presenter e-learning and its variant. Besides, the researchers also worked on the development of teaching and learning media for distant learning or e-learning needs. The development phase includes the 'building' stage, which allowed researchers to develop the learning components by arranging the learning materials, as well as the reading texts, in the form of printed material, review, and learning strategy. In 'modeling' stage, the researchers could come up with the revised product since it had been evaluated by the experts assigned by the researchers. The other activities conducted by the researchers in this study were: gaining expert's validation, conducting try-out, and conducting Focused Group Discussion (FGD) for internal evaluation with research team and peers. The next stage done by the researchers was the 'maintaining' stage which includes social validity measure. Social validity measure is focused on identifying the significance of research subjects towards the research objectives, the appropriateness of research subjects with the research procedure, and the influence of the media to meet the students' needs. Lastly, in 'diffusion' stage, the researchers disseminated and demonstrated the research results based on the stages in the development of Adobe Presenter.

Keywords: Adobe Presenter, E-Learning, Teaching of German language

1. Introduction

One of the expected goals of the Department of German language of Faculty of Letters in State University of Malang is to expand the teaching practices using information and communication technology. The implementation of this goal can be seen in the equal distribution of IT access to enhance the excellent quality of the department in terms of teaching and learning, research, and development of knowledge. One of the indicators in determining the success of knowledge development can be reflected on the development of learning module, learning media, teaching approaches and assessment instruments. Based on the survey distributed to the students enrolled in German language study, the respondents stated that most lecturers have developed and implemented their own module and learning media, but only a few of the lecturers use the module and media in the classroom. Meanwhile, the current trend shows a number of concepts and techniques being adopted and developed to change the conventional teaching method which relies a lot on one-way communication model in the classroom. New approaches, such as active learning and student-centered education have triggered other innovations in the education development. This new trend goes in line with the development of computer technology and internet as well as the challenges of global education and the urgency of creating distant learning system.

The vast development of information and communication technology should go hand in hand with the effort to enhance the quality of education. The need to have an IT-based concepts or mechanisms in the teaching and learning process is inevitable these days. This concept, which is generally known as e-learning, has given so much influence to the transformation of conventional education to the digital one in the aspect of content and system.

One of the choices of e-learning media that students can use is Adobe Presenter. It is a kind of software which provides services to create e-learning content and multimedia presentation with high quality in a relatively short amount of time. To begin with, presenters can create their presentation using Microsoft Power Point, a popular application which is a part of Microsoft Office suite.

Adobe Presenter has an interesting layout. It is also well-integrated with PowerPoint which provides readers an ease since they do not need additional skill and theory about Flash programming. Within minutes, a

static PowerPoint file can be modified into a dynamic presentation with additional features of audio, video, multimedia, and interactive quiz. Once the content is completed, the output file can be seen in the computer. After getting the Adobe Presenter installed in the computer, the program can simply be accessed from the features available in PowerPoint. Based on that, the researchers decided to scope down the focus of the study on the effectiveness of Adobe Presenter which gives contribution to the vocabulary and grammatical structure acquisition of students programming German language in private and public universities in Malang.

The researchers hope that the result of this study can provide insight to the use of technology as a tool to create a dynamic teaching and learning process using presentation which promotes students' independence. Furthermore, developers can investigate the readiness of institution to adopt e-learning media, find e-learning method and its implementation in the teaching system, add the references which relevant to the learning process, and give tangible contribution to enhance students' competence in fulfilling independent learning challenges in the context of e-learning.

A meaningful lesson requires an input and an output. The use of presentation media, such as Adobe Presenter can naturally introduce and expose students to e-learning environment. Through this research, lecturers are expected to use technology to enhance their learning process. By developing Adobe Presenter e-learning and its variant, lecturers can deliver the lesson more easily so the information can be given more effective, efficient and interactive.

Material development involves systematic approach towards the whole learning system. It is different from product development which can only be implemented for one particular field or lesson design which can only be used for a single phase out of the whole phase in material development. The development of one of the variants of e-learning in this study can be classified into material development since it is focused on two topics, vocabulary and grammatical structure acquisition.

Good learning media should follow several characteristics. As it is aimed to motivate students, good learning media should enhance students' motivation. Besides, it should stimulate students to memorize the lesson that they have learnt. Good learning media also encourage students to give responses, feedback and do the practice lesson correctly.

Thorn (1995) proposed six elements to assess interactive multimedia education materials. The first is the practicality and easiness of navigation; the second is the cognitive content; and the third is the presentation of materials and information. These three elements are used to assess the content of the program and to reflect on its suitability with the learning needs. The fourth element is the integration of the media with the language skills or elements that students need to learn. To enhance students' interest, the multimedia material brought by the teacher should have artistic design, thus the aesthetics element becomes the fifth element in the assessment. The last element is the overall function. The program being developed should meet the demand of the students.

Adobe Presenter is categorized as a multimedia since it is completed with interactive and well-integrated features such as text, picture, photo, audio, and video. Presenters use PowerPoint, a popular application which is a part Microsoft Office suite (Excel, Word, PPT).

In this study, the students are expected to be able master vocabulary and grammatical structure in the advanced level or A1-A2 level (*Europäischer Referenzrahmen*) as a higher proficiency of the basic level (*Grundstufe*) both receptively and productively. The next learning media is designed to optimize the vocabulary and grammatical structure proficiency for students in private and public universities in Malang.

Vocabulary lesson has been considered as something terrifying and boring among students (see Lip, 2009; Mehrpour, 2008). Many experts have attempted to find out the most ideal approach to learn it. In Asia, a research was carried out by Lip (2007) to investigate the strategy that is frequently used by the learners to learn vocabulary. The result shows that there is an urgency to master a strategy to learn vocabulary. Vocabulary and grammatical structure mastery is a tool for students to achieve the objectives of language learning, which is to use the language actively and accurately. In accordance to vocabulary, Neuner (1991,79) stated that one of the most important things in vocabulary learning is the feasibility of the taught vocabulary to be learnt, by means that students can get visual or real picture, as well as experience about the vocabulary that they learn. To attain the mastery in grammatical structure and vocabulary, a strategy which utilizes all the learning resources and regulates the interaction between students and the way of delivering the lesson is needed.

2. Method

In general, the objective of research and development study is to find an effective model to develop learning media which provides ease and develops autonomous learning habit for students learning German language. This assistance is important to prepare the graduates who will compete in real workfields with all the challenges that may appear.

A more specific objective of this research in the first and second stage is to identify and analyse the competency needs given by both public and private universities in German learning, most importantly in the

variants of e-learning. This objective is accomplished by doing a survey in several public and private universities around Malang by using needs analysis. The researchers also formulate and develop the variants of Adobe Presenter in several universities in Malang.

Through this research, teachers are expected to use technology to equip the lesson. By using Adobe Presenter, teachers can easily share the information about the learning materials so the lesson and the sharing of information can be accepted more easily. The current technology being developed enables learners to habituate using e-learning in the lesson. The exclusive benefit of this research is to solve the gap observed in learning media development in the classroom; find out the readiness of education institutions in terms of providing e-learning media; find a model of distant learning in the teaching and learning practice; add a reference about learning media which is relevant to the online learning process; and contribute to the improvement of learning outcome to answer the demand of having autonomous e-learning.

Research and development model plays a basic role in developing a product. The development model applied in this study is using procedural model which has descriptive quality and explain the steps to design a product. In this research, the researchers modified the approach done by Sims & Jones (2003), *Three-Phase Design (3PD) Model*, which is conducted in three stages, which is developing product functionally, evaluating and enhancing the product, and maintaining the product.

In the previous stage, the researchers have identified and analyzed the learning needs of the students by conducting a survey in several private and public universities in Malang. The next stage being carried out by the researcher is formulating and developing the variants of Adobe Presenter media along with the learning materials in e-learning context. By following the model proposed by Sims and Jones as the framework of this study, the other important elements in the process of designing a product, such as evaluation, point of interaction, needs, competence, and contextual and authentic learning are outlined to create an online learning which is interesting, collaborative, and constructive. Based on Three-Phase Design (3PD), the first step conducted is focused on the development of the learning components; the second is the improvement or point of interaction; and the third is maintenance. These three development stages integrate methodological approach to develop the units in the media as well as the content, user support, and quality control. A figure showing Sim and Jones (2003) model can be seen below

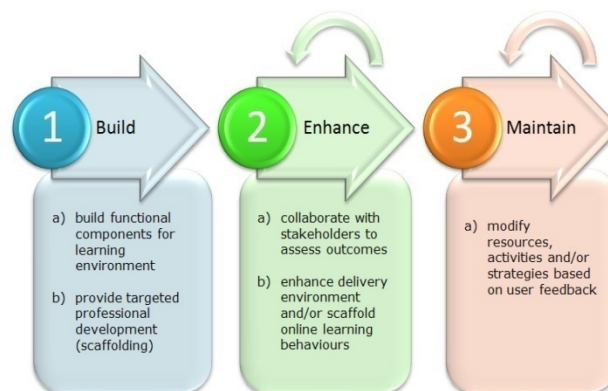


Figure 1. *Three-Phase Design (adapted from Sims & Jones, 2003)*

The objective of the earliest stage is to create a functional learning and online learning environment which will be helpful to attain the expected learning outcomes. With every stage in the framework of Sims dan Jones (2003), There will be dynamic interaction among three main stakeholders in the teaching and learning process, which is teacher, students, and designer (also technical specialist). The benefit of online technology is it can be evaluated simultaneously as long as it does not change the learning outcomes. In the second phase, there is a possibility of developing effective communicative system among stakeholders so the understanding about the objectives of the program and the learning outcomes can be acquired. The implication and the implementation of Three-Phase Design Model always aim for changes so the expected learning environment can be created. Also in the second stage, the implementation and evaluation of Adobe Presenter e-learning media along with the learning materials are conducted in public and private universities in Malang which involve the context, input, process, and product.

The subjects involved in the media try-out are material expert, a computer and media developer expert, and college students as the user targets. The data are categorized into two: (1) quantitative data which is taken from questionnaire instrument, test, small group and large group try-out, and (2) qualitative data which is taken from interview and validated feedback from the three subjects involved. The instruments used in the data collection are questionnaire and test. Questionnaire is used to collect data number 1 and 2 mentioned above. The instrument is developed by the developers and validated by the expert team so the validity has been tested. The questionnaire for expert team is developed based on several criteria, such as the function of Adobe Presenter media, e-learning content, and the making of multimedia presentation. The questionnaire for students' feedback is focused on the effectiveness of the media for independent learning. This research is analyzed using descriptive qualitative analysis and descriptive statistics analysis.

3. Results

This research involves several stages such as reviewing literature and previous research result, finding problem in the learning process, knowing the first test result in A1, designing material guideline and learning strategy in printed form, and developing e-learning media. The data and information are collected from many sources to identify the needs of users. From the interview with lecturers and students, the problems can be categorized as (a) learning process, dan (b) learning evaluation. The result of the test shows satisfactory score for both categories.

When doing literature review, the researchers develop media from an existing software. This media is categorized as multimedia since it has interactive and integrated text, picture, photo, audio, video, and animation features. These days, multimedia is having very vast development.

This presentation media is also considered as interactive media, because it is related to important characteristics of media product (Ariyus 2009, 3), which is (1) user, here the student act as audience, and the researcher act as the presenter, they both could see, hear, interact, and take control of media appearance, (2) *Adobe Presenter* as multimedia product possess connection that allows user to move from one to another appearance, (3) *Adobe Presenter* also owns navigation characteristic which is shown in command that used German language and narration in Bahasa on the slide, (4) user is able to interact and taking control of the media.

Related to the first finding in learning problem which in here was learning process in class, it was revealed from lecturers' interview that there are some weaknesses in that process which the students were unable to give exact explanation to the relation between class activity and learning purpose.

The second finding was about learning evaluation which is also acquired from the interview the lecturers. Lecturers rarely asked their students' comprehension toward the newly learned material after or during the lecture. Lecturers also did not ask their students whether the lecture was less fun or not interesting, evaluate the effectiveness of delivering the course and they also not identified the cause of teaching failure that can be noticed from the students' achievement. The next interview was with the students, that the students desired to get betterment in learning and hoped that the lecturers could identify the students' characteristics, and given enough time to find the right answer.

To determine the material source for *Adobe Presenter* media, researcher distributes exercise which contains the whole material in A1 mastery level (first level of standard German language mastery, according to Profile Deutsch) to the trial subject. Adjektiv with various sub structure used as the basic of material determination in *Adobe Presenter* as media.

The lesson guide and reading materials in language competency course are made and designed in the form of handout. The main objectives of study are made related to the decided material. The lecturer runs the lecture to the students with their own way and opinion. The general purposes that will be assessed is already implied in study plan. The intended general purposes are concept, competency, and knowledge. The expected multiple learning in every learning situation is related to intellectual concepts and skills. In some levels, total behavior from an individual learner is affected by his or her learning experience.

E-learning media in digital form are expected to measure the learning result in the level of knowledge, comprehension, application, and analysis. By using plenty of questions items (multiple choices) the content is able to reach wider lesson. The item preparation takes quite a long time, because it is rather more difficult than essay test. In the German language competency course, the students are confronted with similar theme for basic level.

The results from making presentation with *Adobe Presenter* are done in three steps: (1) designing presentation. Through PowerPoint, the presenter is able to design PowerPoint presentation from the template as the basic use of *Adobe Presenter*. This could save more time when creating new presentation. PowerPoint conversion can be done accurately and fast. This also includes full support of PowerPoint animation. The appearance and nuance of the presentation is adjusted with the company logo, color, presenter's biography with photo. (2) Editing presentation. Presenter is able to upgrade the presentation by using multimedia, such as, audio, video, and quiz, this all can be added without leaving PowerPoint. (3) Publishing presentation.

Presentation can be published that the user is able to observe. One of the material that is still in development is *Adjektivendungen* or *Adjektivdeklination*.

In the stage of Build which enables the researcher to design study guide and readings from printed into online media, Adobe Presenter has become a model which involves cognitive activity. Here the students are able to do experiment with interactive media beside the material from lecture. The students are also able to express their opinion about a grammatical theory in German language study, and build the independent learning concept contextually, that could be related to their study, experience and environment. Feedback interaction is needed (both conditionally and directly) in this phase in order to achieve good grade and quality in learning process. Here is the role of the designer, the developer, in order to be frugal and then performs teaching that appropriate with the learning purpose through Adobe Presenter.

In the enhance phase, the responses and evaluations towards media will enable the learning that using media to the lecture process straightly. All of those activities create environment that gives the learner s a chance to identify new process. By the support through collaboration and communication between learners, lecturers are able to raise studying environment in a proactive way (Sims, Dobbs & Tangan 2002). Lectures have roles in development team and responsible for giving guidance in education design, curriculum, and suggestion (see Kirschner 2004). Lecturers also should have other managerial responsibilities including communication, foreign language competency and information technology (see Harvey & Mason 1996). Before entering the next stage, the team set the change and additional instruments for the next stage.

In the maintain stage, maintenance mode is conducted by giving continuous support and training for a long period of time where quality assurance becomes the main focus (Sims & Jones 2003). Lecturers should ensure that the students are able to do experiment by using interactive media beside the regular lecture, and the students can express their own opinion for a grammatical theory in German language course, and also build concept of independent learning contextually which can be related with learning process, experience and environment. Feedback interaction is needed (both conditionally and directly) in this phase in order to achieve good grade and quality in the learning process. Here is the role of the designer, the developer, in order to be frugal and then performs teaching that appropriate with the learning purpose through Adobe Presenter.

Next is the evaluation stage, here in this stage, a single method of evaluation is developed, which is internal evaluation through focus group discussion. Inside the internal evaluation there is discussion activity about students' competence while following the teaching learning activity using Adobe Presenter, which is focused not only for competence attainment aspect, but also for input and process aspect. In order to support this research and development, social validity was done by making reference to the evaluation of student comprehension level toward implementation of Adobe Presenter by various procedures which are designed to change students' behavior, especially with interview and questionnaire. The developers are aware that this social validity is appropriate with Wolf's definition about social validity (in Carter 2010, 2) which are (1) significance of the trial subject towards the purpose of media implementation. Students as the subject were trying to explain the relationship between class activity and learning purpose both practical and expected competency in media implementation. (2) Students' feasibility in media implementation procedure as subject was tested, resulting that they were in basic level comprehension of Germany language competency. Material that developed in the media was also in level that suitable for the subject's skill. In the basic curriculum level (A1), *Adjektiv* was studied from general to specific level. The implementation of Adobe Presenter has gone through several trial run procedures, that the result is expected to be suitable with grammar competency of basic Germany language learner. (3) The importance of the subject towards media implementation influence. The use of Adobe Presenter that is applicable as an instrument to learn independently has a positive contribution for the students. This is strengthened by some of students' statement, that this media could be done both inside and outside class.

Adobe Presenter as e-learning media has been fully developed and it becomes a perfect prototype to be implemented by the students taking language competency course in universities in Malang at the second year by doing evaluation, feedback, dissemination, and demonstration that is suitable with the model stages of Adobe Presenter development. The result of Adobe Presenter implementation is expected not only to understand the media quality, but also to describe the media effectiveness in teaching learning process in college empirically, and support the optimization of German language learning as foreign language and also form the learners' independent character through e-learning media.

4. Conclusion and Suggestion

The betterment of learning process will have more meaning if it has 'contents' which is course material. Thus this research focused in designing and implementing media to grow student's independency through far distance learning (e-learning) in structure mastery and vocabulary treasury of German language as knowledge 'content'. The chosen 'content' is language competency course.

Interviews are done in order to obtain the problems in German language learning in the class, especially

for the lecturer of German language course and the trial subject which is the students from both public and private university in Malang. The result was that the problems were categorized into two big problems which are learning process and learning evaluation. Each respective problems possessed weaknesses. There are some weaknesses that found in learning process in class, one of which was teaching strategy for the lecturer, for the student themselves, they were unable to describe the relation between in-class activity and learning purpose. What should be done is arranging learning strategy together with other lecturer team, and reconsider related material in order to help students' comprehension.

While in learning evaluation, the problems were the effectiveness of delivering the course (for the lecturer) and the students hoped that the learning process should be improved by recognizing the students' characteristics. The good point that can be found here was feedback in teaching learning process from both students and colleague.

The development of *Adobe Presenter* is focused in material structure or "Adjektiv" theme which explained deeply in related sub theme. Ideally, the development of *e-learning Adobe Presenter* variant to optimize teaching German language in university is highly expected to give positive impact towards teaching German language observed from the beneficiary.

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