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

Agci Hikmawati*, Iful Rahmawati Mega, Dody Sugianto

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% |
| 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% |
| 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% |
| 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%         |
13. **What purposes do you want to reach in learning the English exercises?**

| Purpose                              | Percentage |
|--------------------------------------|------------|
| 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?**

| Way                               | Percentage |
|-----------------------------------|------------|
| 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?**

| Media                          | Percentage |
|--------------------------------|------------|
| 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?**

| Activity                                      | Percentage |
|-----------------------------------------------|------------|
| 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**

| Activity                                      | Percentage |
|-----------------------------------------------|------------|
| Revising the students’ works and              | 48%        |

18. **What do you want your teacher do when you find difficulties in answering the English exercises?**

| Action                                      | Percentage |
|---------------------------------------------|------------|
| Revising the students’ works and discussing the mistakes directly | 25%        |
| Revising the students’ works and giving sign on the mistakes | 55%        |
| Others                                      | 7%         |

19. **What do you want after you’ve finished writing English?**

| Activity                                      | Percentage |
|-----------------------------------------------|------------|
| 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?**

| Exercise                                      | Percentage |
|-----------------------------------------------|------------|
| 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, superlative 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' organization 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 letter                                    | 3     | 4              | 75%        |
| 7.  | The texts are clear and easy to read                                      | 4     | 4              | 100%       |
| 8.  | The color composition of the best 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 variable and effective          | 3     | 4              | 75%        |
| 12. | Answer sheet and its feedback in the same slide                            | 3     | 4              | 75%        |
| 13. | The button placement is consistent                                        | 4     | 4              | 100%       |
| 14. | The "check" and "reset" 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 picture is good                                     | 3     | 4              | 75%        |
| 20. | The size of the picture is good enough                                    | 3     | 4              | 75%        |
| 21. | The effectiveness of pictures used on the material is good                 | 3     | 4              | 75%        |
| 22. | The quality of pictures in materials is good                              | 3     | 4              | 75%        |
| 23. | The quality of music instrument is good                                    | 3     | 4              | 75%        |
| 24. | The quality of the audio is good                                          | 4     | 4              | 100%       |
| 25. | The quality of the video are good                                         | 4     | 4              | 100%       |
| Total |                                                                       | 297   | 100%          | 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 containing the materials          | 4     | 4              | 100%       |
| 5.  | The quality of activity items                                              | 4     | 4              | 100%       |
| 6.  | The balance of materials and activity                                        | 4     | 4              | 100%       |
| 7.  | The clarity of material and tasks                                          | 4     | 4              | 100%       |
| 8.  | The media is easy to use and controlled                                    | 4     | 4              | 100%       |
| 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. | Ease learning instructions                                                 | 4     | 4              | 100%       |
| 13. | Comprehensiveness 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%           | 81.94%     |

Average Score: 87%

Average Score: 81.94%
Figure 2. Matching Task

Figure 2 shows the matching task in interactive media. The students have to drag the appropriate answer first. Then, after they click the Next button they can see the score.

Figure 3. Multiple Choice Task

Figure 3 shows the multiple choice task. The students can click the button (A,B,C, or D) to answer the question.

4. CONCLUSION

This Interactive multimedia is finished in three steps. (a) Needs analysis, in this step the researcher gathered some information about students’ needs on the respondents’ opinion of the first questionnaire of the research and development of learning process, (b) design, in this step the researcher made the first draft/outline of the product. (c) Development, this step focused on the designed materials provides the activities that are suitable with learners’ needs in these materials: announcement, asking and giving opinion, texts, superlative and comparative.

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.

ACKNOWLEDGMENTS

Our deepest appreciation also goes to those who have given us their hands and help to finish this interactive media. Our thank go to all students, the validators, and layout editor. Thank you for the contributions.

REFERENCES

[1] Alessi, S.M & Trollip, S.R. Multimedia for learning method and development. Needham Heights: Allyn & Bacon. 2001.
[2] Harmer, J. The Practice of English Language Teaching. Pearson: Longman. 2007.
[3] Nunan, D. Task-Based Language Teaching. Cambridge: Cambridge University Press. 2004.