

CHAPTER IV

RESEARCH FINDINGS

This chapter is devoted to describe the findings of the research which was conducted from September 24, 2010 up to December 10, 2010. The interactive multimedia and the research data are described, analyzed, and discussed.

A. First Draft of the Interactive Multimedia

The first draft of the interactive multimedia developed in this research has four components. The first is the home, the second is user's guide, the third is map of the media, and the fourth is the unit description. There are some icons and navigations in every frame, i.e. time (date and clock), running texts (the title of the media), institution logo (Yogyakarta State University logo), home, back, next, and exit. The following frame is typical navigations and icons placement.

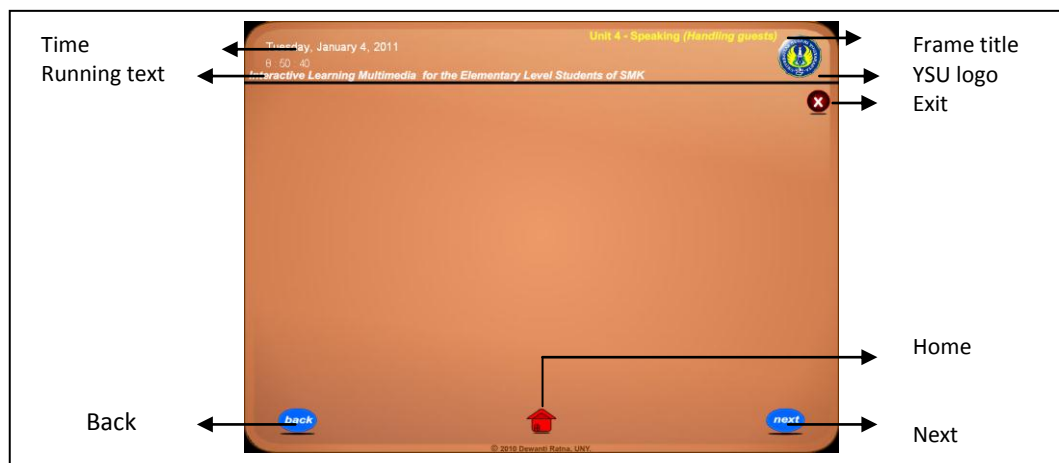


Figure 2: Typical Navigation and Icon Placement

1. Home

The HOME contains the title of the media and the identity of the developer. Since this part is the first frame of the media, this is regarded as the home of the media as well. The 'next' navigation goes to the second frame, user's guide. The following figure illustrates the HOME.

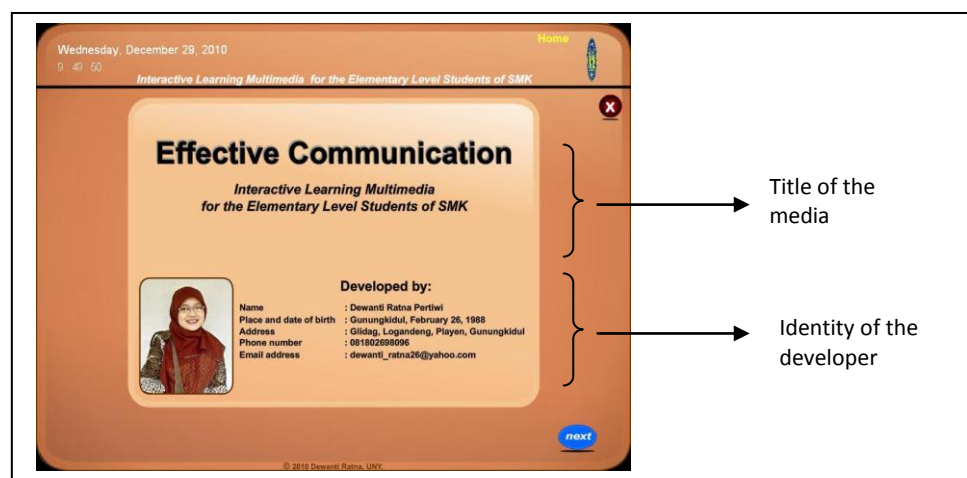


Figure 3: Home

2. User's guide

The second component of the media is user's guide. This contains some navigations symbols and also the explanations used in the interactive multimedia. There are nine navigation symbols employed in these media i.e. next, back, exit, play the audio, home, spoken cycle, written cycle, and grammar. The 'back' navigation goes to the previous frame, introduction while the 'next' navigation goes to the following frame, map of the media. Each icon in the left side will show the explanation if it is clicked. Figure 4 represents the user's guide while Figure 5 represents the frame when one of the icons is clicked.

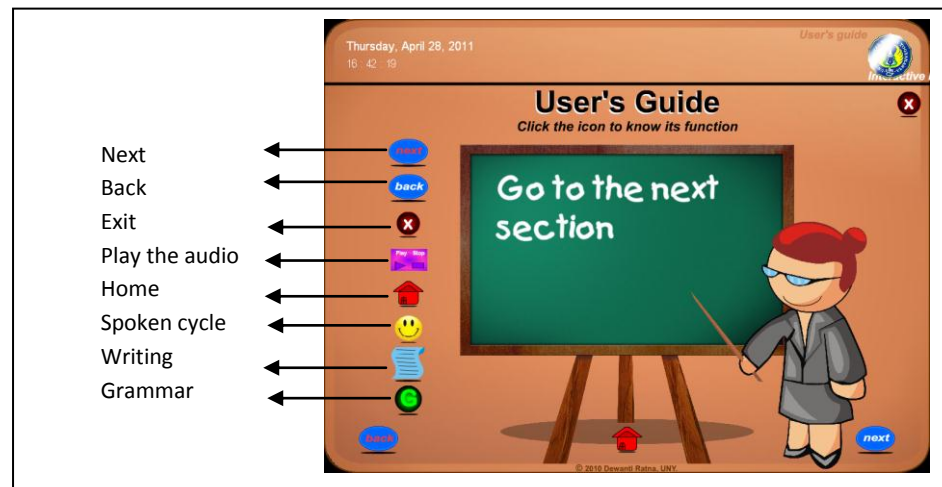


Figure 4: User's Guide A

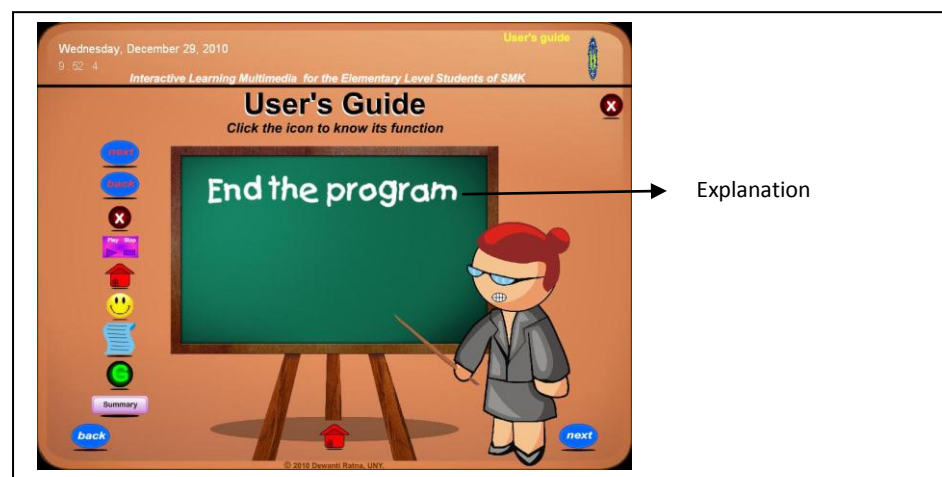


Figure 5: User's Guide

3. Map of the media

The third component of the media is map of the media. This contains two buttons to enter the sections, i.e. Unit 4 and Unit 5. The users are free to choose the sections they want to learn by clicking Unit 4 and Unit 5 buttons. Next to Unit 4 and Unit 5 buttons, the researcher provides unit content and also the objectives of each unit which are divided into three parts; spoken cycle, written cycle, and grammar. The following figure illustrates the map of the media.

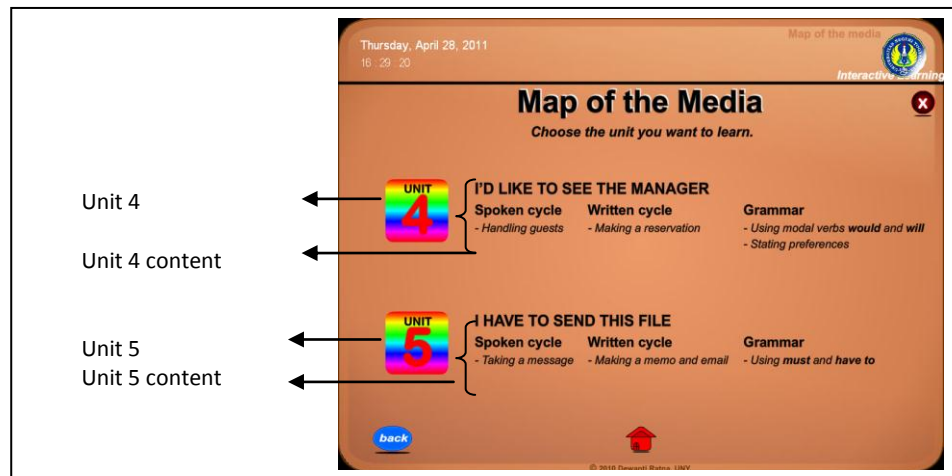


Figure 6: Map of the Media

4. Unit description

The fourth component of the media is the unit description. It covers the units developed i.e. Unit 4 and Unit 5.

a. Unit 4

1) Unit introduction

Each unit of this part has unit icon, the theme of the unit, and also BKOF (background knowledge of the field) questions. That information is intended to provide the students introduction of the unit. The BKOF questions are provided to give the students basic description of the unit by developing the knowledge of the discussed topic. The following figure illustrates the unit introduction of Unit 4.

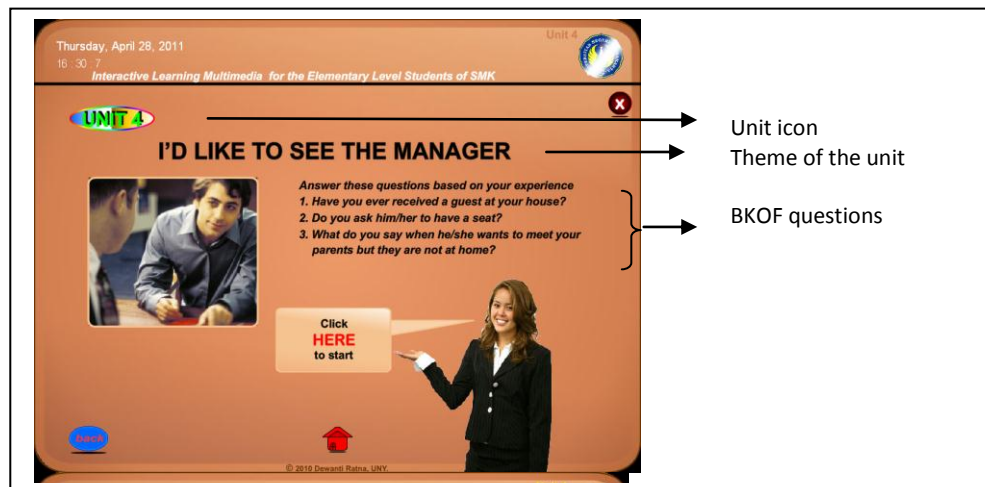


Figure 7: Unit 4 Introduction

2) Objective

The objective frame of this unit covers the unit objective itself and also spoken cycle, written cycle, and grammar icon to move to each area. The objective of the unit consists of brief description what the users will learn and also the three choices they want to learn, i.e. spoken cycle, written cycle, and grammar. The objective is illustrated as follows.

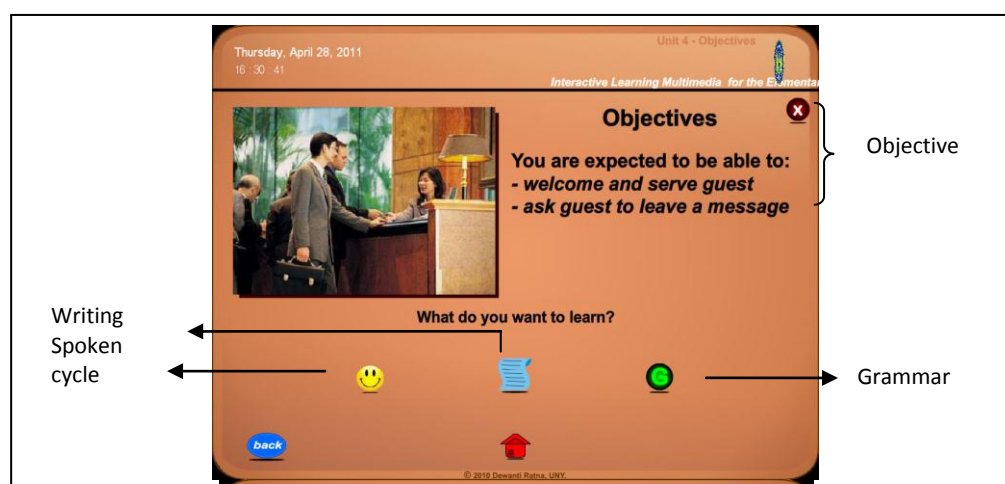


Figure 8: Unit 4 Objective

3) Spoken cycle

Spoken cycle part has two major sections; speaking and listening. Both sections are arranged in integrated tasks which are assigned variously. In Unit 4, it has pronunciation, comprehension listening, expressions of handling guests, and arranging the expressions.

a) Pronunciation

The pronunciation tasks in this presentation focus on pronouncing the vocabulary used in the listening comprehension tasks that follow. The vocabulary guessing tasks also take part in giving prerequisite tasks related to the listening comprehension tasks that follow. The students can click the related vocabulary to hear its pronunciation and then guess its meaning by choosing the correct answer between two alternatives. The feedback appears after the students choosing the meaning of the vocabulary. The pronunciation frame is illustrated as follows.

Words	Pronunciation	A	B	Feedback
appointment	/ə'pɔɪnt.mənt/	perjanjian	persetujuan	Feedback
rather	/'ræð.ə/	agak	kujit	Choices
seat	/si:t/	perekat	tempat duduk	
guest	/gest/	tamu	tebakan	

Figure 9: Pronunciation of Unit 4 Spoken Cycle

b) Listening comprehension

The listening comprehension task concerns the language functions used in a certain context. The students can control the volume and play the recording of the video as many times as they need. After playing the recording, the students are expected to answer some comprehension questions by choosing the available alternative answers. Figure 10 represents the listening comprehension task.

Thursday, April 28, 2011
16:31:51
Secondary Level Students of SMK

Unit 4 - Spoken cycle (Handling guests)

Listen to the following report and then answer the questions.
Number one is done as an example.

Video

Video controller

1. Does the guest want to meet Fitri?
No, he doesn't. He wants to meet Mr. Assegaf.

2. Does he have an appointment with Mr. Assegaf?

3. Who is the guest?

4. What does Fitri say to greet the guest?

5. What does she say to ask the guest to sit?

Comprehension questions

There are some particular expressions usually used in handling guests. To check them, click here.

© 2010 Dewanti Ratna, UNY

Figure 10: Listening Comprehension of Unit 4

c) Expressions of handling guests

Figure 11 represents the expressions of handling guests in three occasions, i.e. in an office, hotel, and restaurant. They are presented in oval icons. In case they are clicked, they will show the expressions as presented in Figure 12. Figure 13 shows how to take message through direct interaction when handling guests.

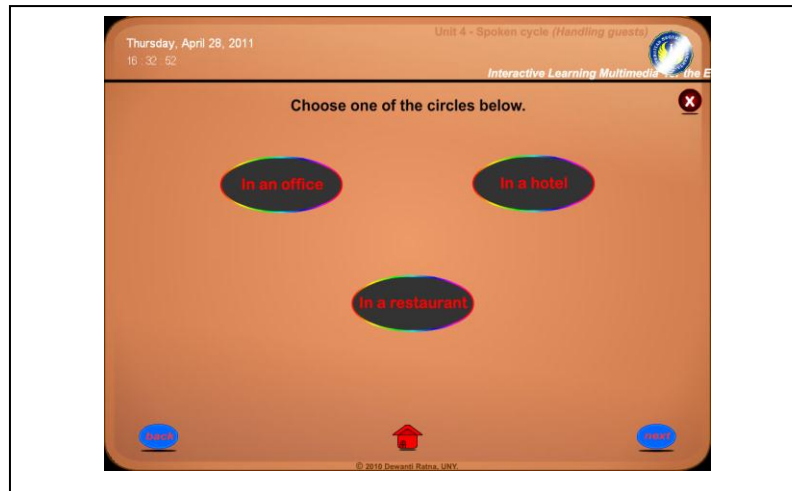


Figure 11: Expressions of Handling Guests



Figure 12: Expressions of Handling Guests

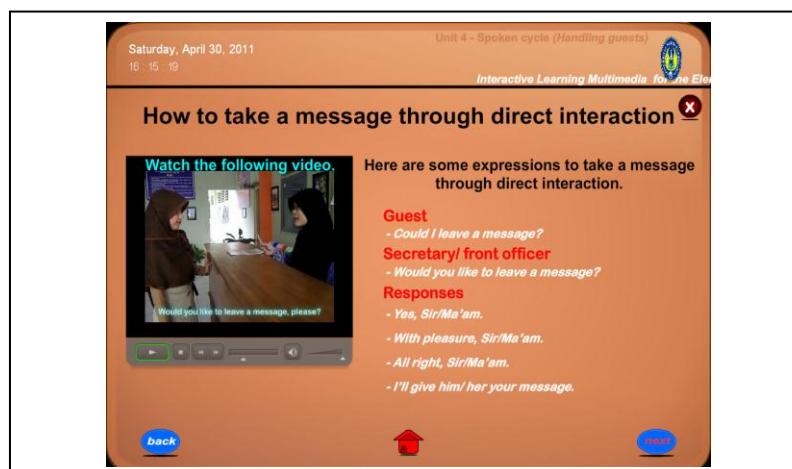


Figure 13: Expressions of Taking a Message

d) Arranging the expressions

The arrangement of statements into a good conversation in this presentation tries to check students' ability in arranging jumbled statements into a meaningful conversation. The students are to place the conversation in the left column (column A) into correct order in the right column (column B). Once the students make some mistakes, there will be 'TRY AGAIN' feedback and the expression will go back to column A. On the other hand, there will be 'GOOD JOB' feedback for some correct actions and the expression will be placed in column B. The following figure illustrates the task.

The screenshot shows a multimedia learning interface for Unit 4 - Speaking (Handling guests). The interface is titled "Rearrange these jumbled expressions into a good conversation taken place in a restaurant by dragging the statements in column A into B. Then, act it out with your partner." It features two columns, A and B, with jumbled expressions to be rearranged. Column A contains six expressions, and Column B contains six numbered boxes. A "TRY AGAIN" button is visible at the bottom, and a "Feedback" label points to the right side of the interface.

Column A	Column B
Water : Would you like anything to drink?	Water : May I take your order, please?
Customer : Yes, I'd like a hamburger and a large order of chips, please.	Customer : Yes, I'll have a mixed fruit salad.
Water : Yes, Sir. And would you like anything else?	3
Water : All right. What would you like for dessert?	4
Customer : Yes, I'd like a large fresh coke, please.	5
Customer : No, thank you. That's all.	6
	7
	8

TRY AGAIN

Feedback

Figure 14: Arranging the Expression

4) Written cycle

Written cycle part has two major sections; writing and reading. In line with the spoken cycle, these sections are designed in integrative tasks. Unit 4 of these media has pronunciation and vocabulary guessing, reading comprehension, and composing reservation form.

a) Pronunciation

The pronunciation task in this presentation focuses on pronouncing the vocabularies used in the following reading comprehensions. The students can click the vocabulary to listen to the pronunciation. After that, the students can go on the vocabulary guessing task. This contains some vocabularies existing in the passage. This is used as the prerequisite task to do the reading comprehension task. The students can guess its meaning by choosing one correct answer of two alternatives. The feedback appears after the students choose the meaning of the vocabulary. Figure 15 represents the pronunciation.

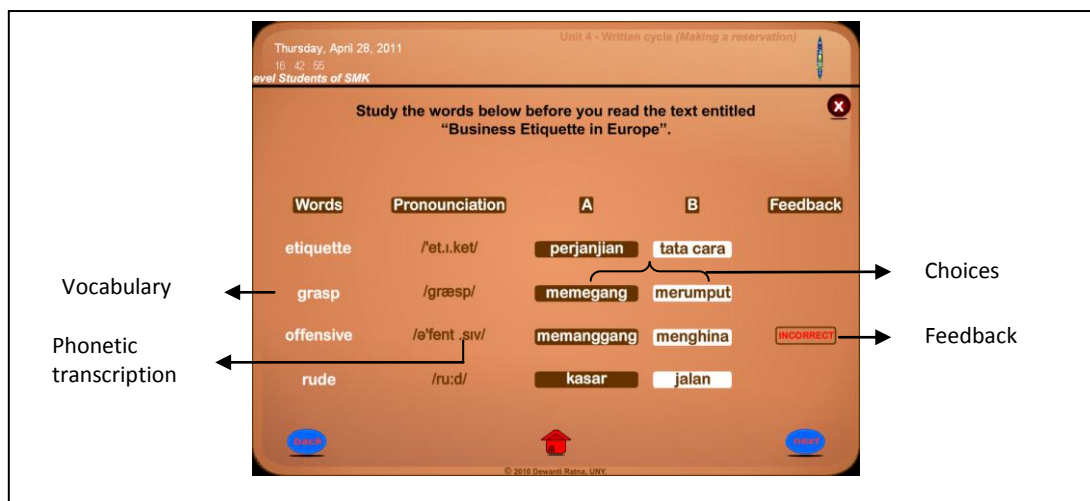


Figure 15: Pronunciation of Unit 4 Written Cycle

b) Input text

The reading section in this multimedia contains some texts related to the theme of the unit and also the grammar item that will be discussed. The texts are then followed by some comprehension questions. Since the texts are not enough to be presented in one full frame, the developer made it by applying scroll

facility. The students can scroll the text to read the whole text. Figure 16 represents the input text.

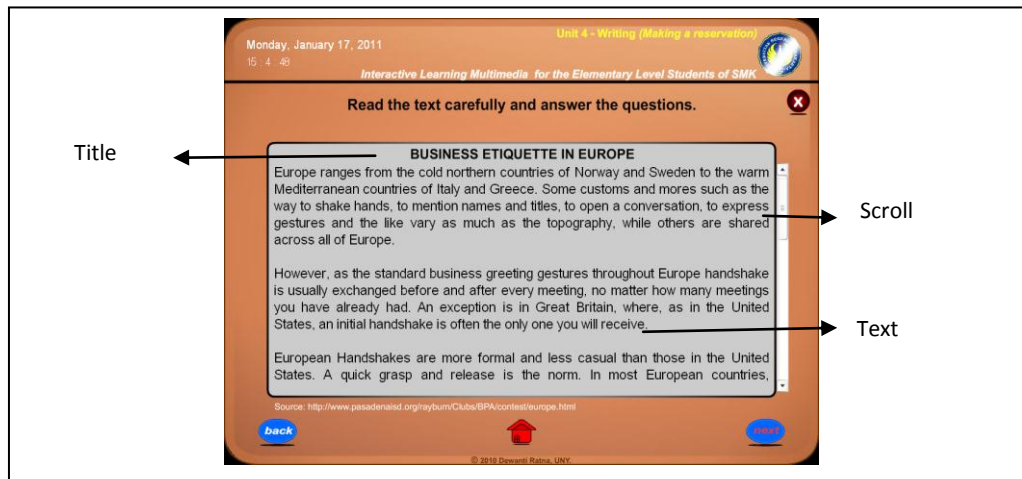


Figure 16: Input Text of Unit 4

c) Reading comprehension

As mentioned above, the text is followed by reading comprehension questions. The feedback will appear after the students click the best answer.

Figures 17 and 18 represent the reading comprehension tasks.

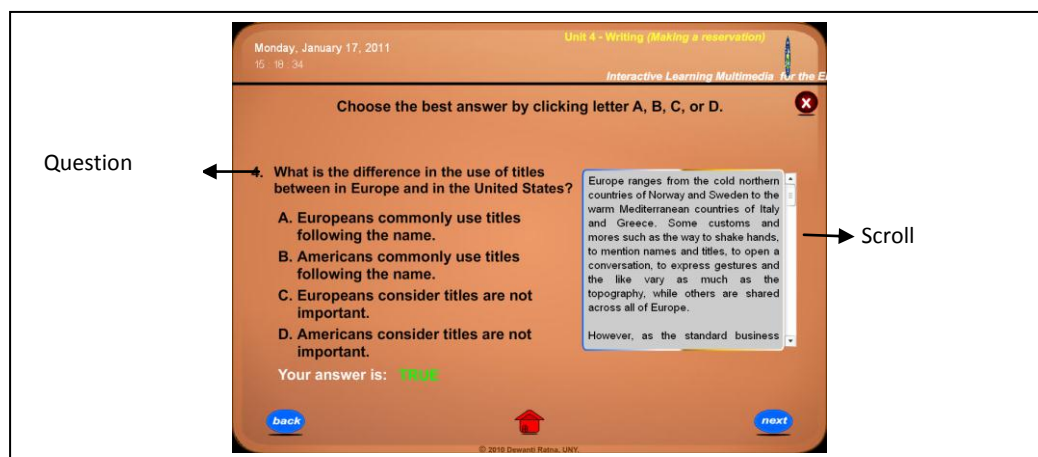


Figure 17: Reading Comprehension Tasks of Unit 4

Thursday, April 28, 2011
16:51:53

Unit 4 - Written cycle (Making a reservation)

Click T if the statement is TRUE and F if the statement is FALSE based on the text entitled 'Business Etiquette in Europe'

No.	Statements	Choices	Feedback
1.	Handshakes are not gestures, but symbols.	<input type="checkbox"/> T <input type="checkbox"/> F	
2.	It is usual for people in Europe to use first names immediately.	<input type="checkbox"/> T <input type="checkbox"/> F	
3.	In the United States, it is usual for a Professor to be called Doctor or Professor outside the classroom.	<input type="checkbox"/> T <input type="checkbox"/> F	<input checked="" type="checkbox"/>
4.	Asking people what they do or asking them a personal question as an opening in a conversation is a serious mistake.	<input type="checkbox"/> T <input type="checkbox"/> F	
5.	Showing your palm to someone is friendly in Greece.	<input type="checkbox"/> T <input type="checkbox"/> F	
6.	Keeping your hands in your pockets is rude.	<input type="checkbox"/> T <input type="checkbox"/> F	

BUSINESS ETIQUETTE IN EUROPE
Europe ranges from the cold northern countries of Norway and Sweden to the warm Mediterranean countries of Italy and Greece. Some customs and mores such as the way to shake hands, to mention names and titles, to open a conversation, to express gestures and the like vary as much as the topography, while others are shared across all of Europe.

back next

Figure 18: Reading Comprehension Tasks of Unit 4

d) Writing a reservation form

At first, the students can read the example of the reservation form as presented in Figure 19. And then, the students should answer some questions as presented in Figure 20. For writing a reservation form, the students are to create it based on the available reservation letter. In this frame, there is a mailbox at the corner. Its function is to show the reservation letter when the cursor is closed to the box. It will disappear when the cursor is kept away as presented in Figure 21.

Thursday, April 28, 2011
16:52:29
Secondary Level Students of SMK

Unit 4 - Written cycle (Making a reservation)

Read the following letter carefully and answer the questions that follow. First, click the mailbox.

STARS ROAD INTERNATIONAL, Ltd.
3284A, Sky Light Avenue
Melbourne

Front Office Manager,
Siguntang Hotel
17 Musi Street, Palembang

Dear Sir/Madam,

I would like to book a single executive room for three nights from August 17th. Would you mind reserving a comfort suite room and providing a private set of facilities, please?

I expect to arrive on Friday 17th around 7 a.m. and check in at your hotel immediately.

Please send me the bill of payment I have to pay as soon as possible. I would like to pay it in cash, then. Thank you for serving.

Yours faithfully,
Alan McGonagall

back next

Figure 19: Reservation Form Model

Thursday, April 28, 2011
16:54:21

Unit 4 - Writing cycle (Making a reservation)

Interactive Learning Multimedia for the Elementary Level Students SMK

Now, choose the best answer for each question.

Question	Answer	Feedback
1. Whom is the letter written to?	Front office manager Allan McGonagall	Correct
2. What does the sender request?	A single executive room A double executive room	
3. How long is the sender going to stay?	Three weeks Three nights	
4. What time will the sender check in?	7 p.m. 7 a.m.	
5. What is the letter about?	Reservation letter Permission letter	

back next

Figure 20: Reservation Form Questions

Monday, January 17, 2011
15:43:21

Unit 4 - Writing (Making a reservation)

Suppose you are a receptionist who has to handle Mr. McGonagall's reservation. Complete the following reservation form based on the letter inside the mailbox.

MAILBOX

Reservation letter

Reservation form

MAILBOX

back next

Figure 21: Writing a Reservation Form

5) Grammar

Grammar items that are discussed in Unit 4 are modal *will* and *would* for request and preferences.

a) *Would* and *will* for request

Modal *would* and *will* for request explanation is illustrated in Figure 22. These grammar features are mostly used in the spoken cycle, particularly the expressions of handling guests. The frame contains both, the explanation as well as the examples.

Thursday, April 28, 2011
16:57:2

Unit 4 - Grammar (Using modal verbs *would* and *will*)

Modal verbs *would* and *will* for requests.

What would you like to eat? - I'd like a hamburger.
- I'll have a fried chicken and rice.

What would you like to drink? - I'd like a large fresh coke.
- I'll have coffee.

Would you like anything else? - Yes, please. I'd like some water.
- No, thank you. That's all.

Contractions
I will = I'll
I would = I'd

© 2010 Dowling Burns, LLC

Figure 22: *Would* and *Will* for Request Expressions

b) Exercise

The modals *would* and *will* for request are also provided in some exercises to check students' understanding of modal *would* and *will* for request. The students are to complete the conversation using *would* or *will*. Figure 23 represents the exercise.

Thursday, April 28, 2011
16:57:35

Unit 4 - Grammar (Using modal verbs *would* and *will*)

for the Elementary Level Students of SMK

Complete the conversation with expressions using "would" or "will".

Waiter : What (1) you like to order, Sir?
Customer : I (2) chicken-Kare, baked Petai and Semur Jengkol.
Waiter : (3) you like rice, corn, or cassava?
Customer : Rice, please.
Waiter : What kind of rice (4) ? White rice, red rice,
yellow rice, or fried rice?
Customer : (5) red rice, please.
Waiter : All right. And what (6) to drink?
Customer : I guess I (7) a glass of ginger coffee.
Waiter : Yes. And what (8) for dessert?
Customer : Yes, I (9) fruit salad.
Waiter : (10) you like anything else?
Customer : No, that (11) be all for now, thanks.

© 2010 Dowling Burns, LLC

Figure 23: *Would* and *Will* for Request Exercise

c) Preferences

Expressions of preference are illustrated in Figure 24. The expressions appear in the written cycle of Unit 4. The frame contains both, the explanation as well as the examples.

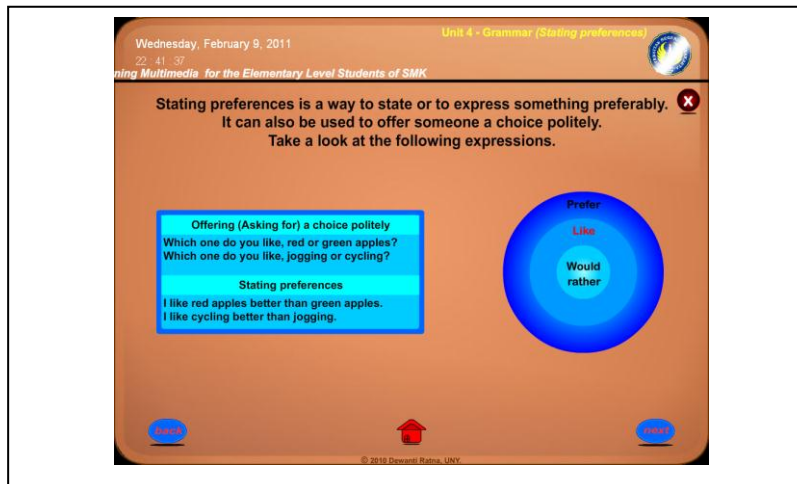


Figure 24: Expressions of Preference

The summary of the materials of Unit 4 in the first draft of the interactive multimedia is presented in the grammar icon.

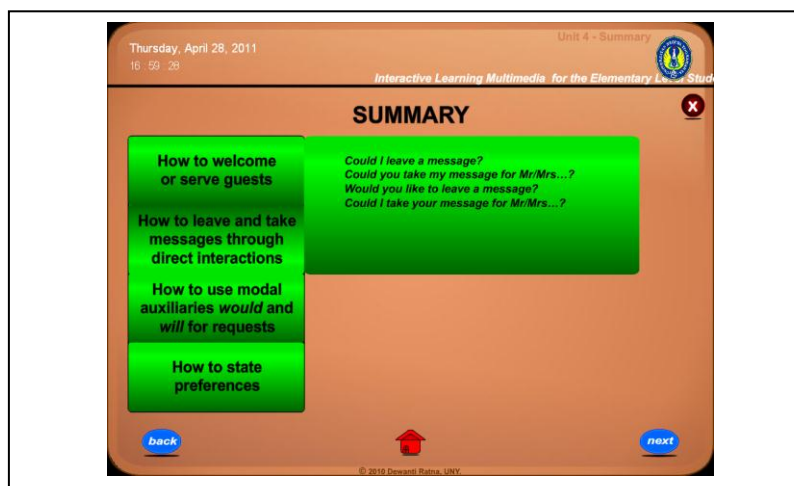


Figure 25: Summary Unit 4

b. Unit 5

1) Unit introduction

In line with Unit 4, Unit 5 has unit icon, the theme of the unit, and also BKOF (background knowledge of the field) questions. The following figure illustrates the unit introduction of Unit 5.

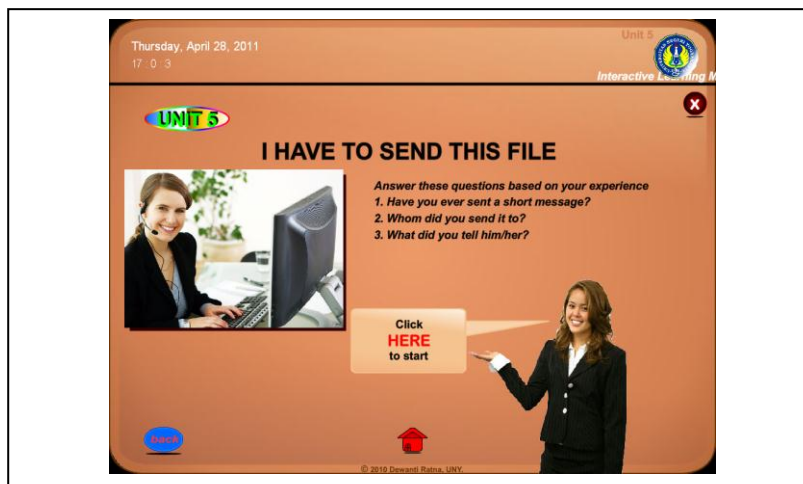


Figure 26: Unit 5 Introduction

2) Objective

The objective frame of this unit covers the unit objective itself and also spoken cycle, written cycle, and grammar icon to move to each task. The objective of the unit consists of brief description of what the users will learn and also the four choices they want to learn, i.e. spoken cycle, written cycle, and grammar. The following figure illustrates the objective of Unit 5.

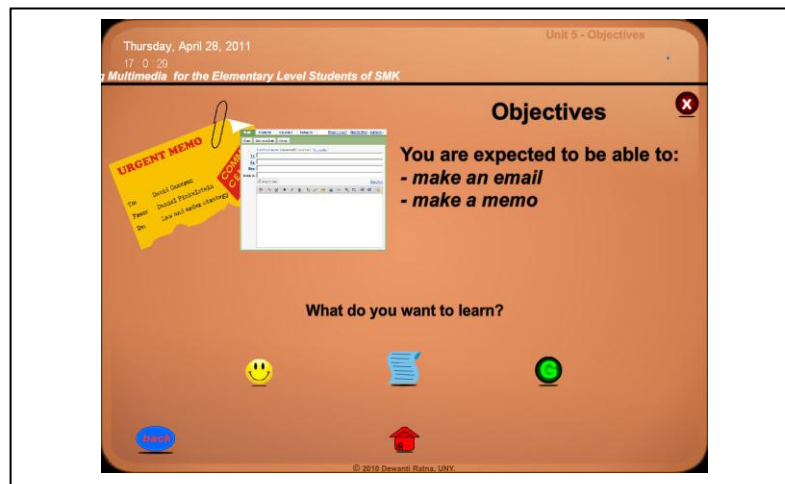


Figure 27: Unit 5 Objective

3) Spoken cycle

Spoken cycle part has two major sections; speaking and listening sections. Both sections are arranged in some integrated tasks. In Unit 5, it has pronunciation and listening comprehension.

a) Pronunciation

The pronunciation tasks in this presentation focus on pronouncing the vocabulary used in the listening comprehension tasks that follow. The vocabulary guessing tasks also take part in giving pre-requisite tasks related to the listening comprehension tasks that follow. The students can click the related vocabulary to hear its pronunciation and then guess its meaning by choosing the correct answer of two alternatives. The feedback appears after the students choose the meaning of the vocabulary. The following figure illustrates the pronunciation of spoken cycle part.



Figure 28: Pronunciation of Unit 5 Spoken Cycle

b) Listening comprehension

The listening comprehension task in this unit concerns the theme of the unit. The students can play the recording as many as they need by using the available button. While playing the recording, the students are expected to complete the memo by typing the correct answer. Figure 29 represents the listening comprehension tasks.

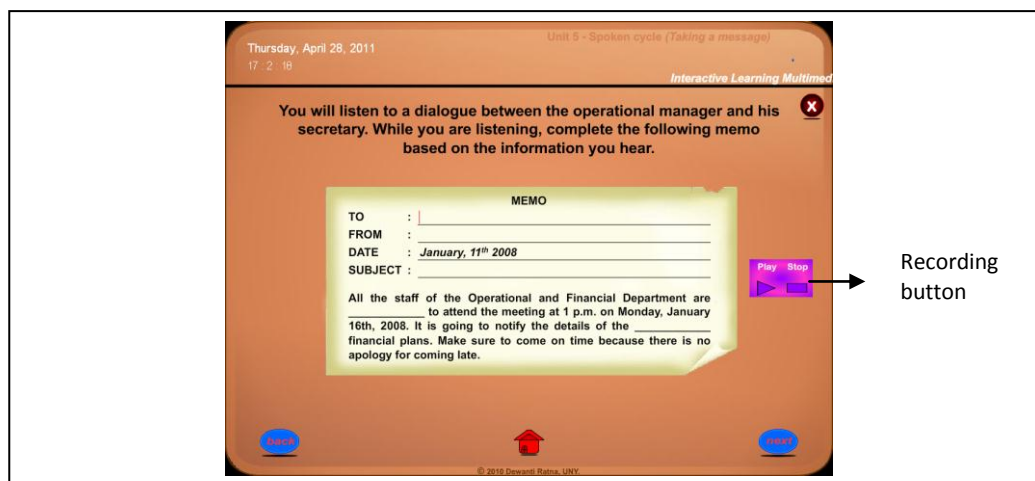


Figure 29: Listening Comprehension of Unit 5

4) Written cycle

Similarly, Unit 5 of these media has pronunciation and vocabulary guessing, reading comprehension, vocabulary matching, and memo and email composition.

a) Pronunciation

The pronunciation task in this presentation focuses on pronouncing the words related to the following reading comprehensions. The students can click the vocabulary to listen to the pronunciation. After that, the students can go to the vocabulary guessing task. This is used as the prerequisite task to do the reading comprehension task. The students can guess its meaning by choosing the correct answer of two alternatives. The feedback appears after the students choose the meaning of the vocabulary. Figure 30 represents the pronunciation.

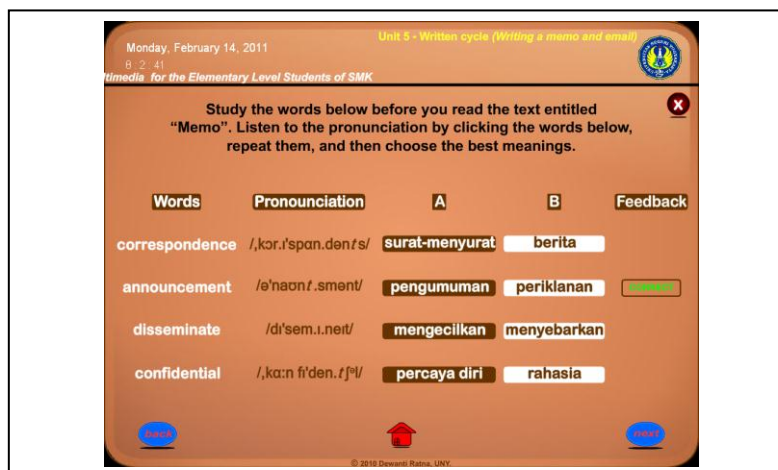


Figure 30: Pronunciation of Unit 5 Written Cycle

b) Input text

As mentioned in the explanation of reading passage in Unit 4, the reading section in this multimedia contains some texts related to the theme of the unit and also the grammar item that will be discussed. The texts are then

followed by some comprehension questions. Since the texts are not enough to be presented in one full frame, the developer made it applying scroll facility. The students can scroll the text to read the whole text. Figure 31 represents the input text.

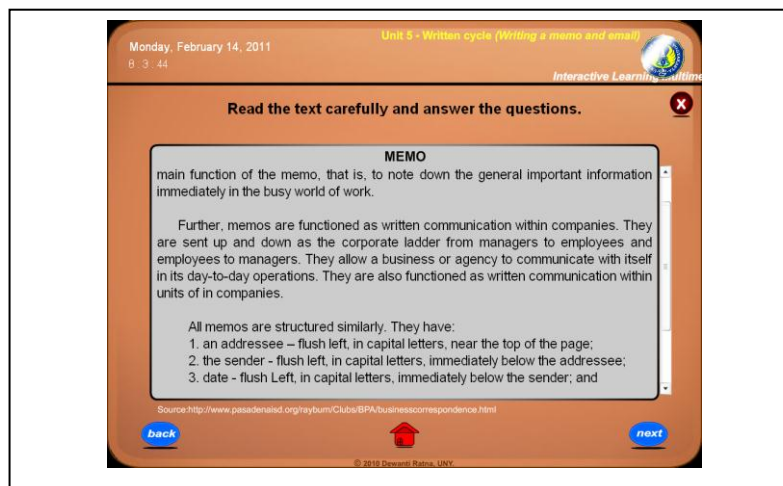


Figure 31: Input Text of Unit 5

c) Reading comprehension

As mentioned above, the text is followed by reading comprehension questions. Figure 32 represents one of the reading comprehension questions.

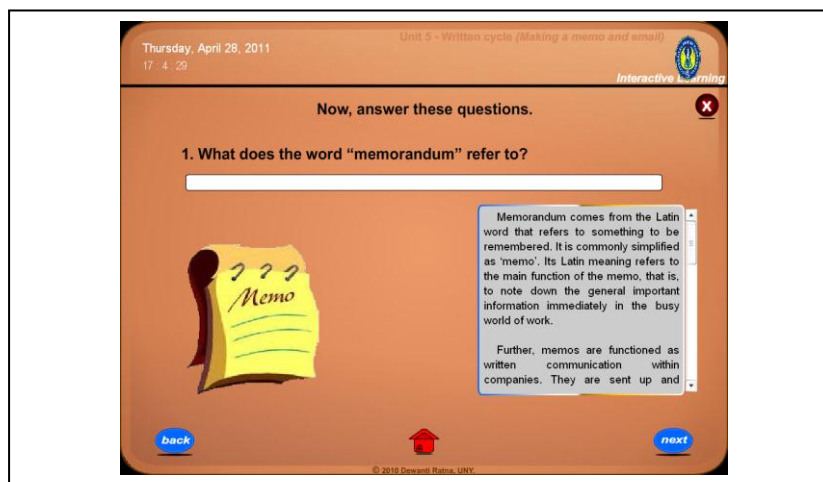


Figure 32: Reading Comprehension Question of Unit 5

d) Vocabulary matching

The frame below shows the vocabulary matching task in Unit 5. This aims to check students' comprehension related to the words that are used in the previous text. The students are to match the definition with the suitable term by dragging the available words close to the definition. The feedback will appear after the students place them. Figure 33 represents the vocabulary matching task.

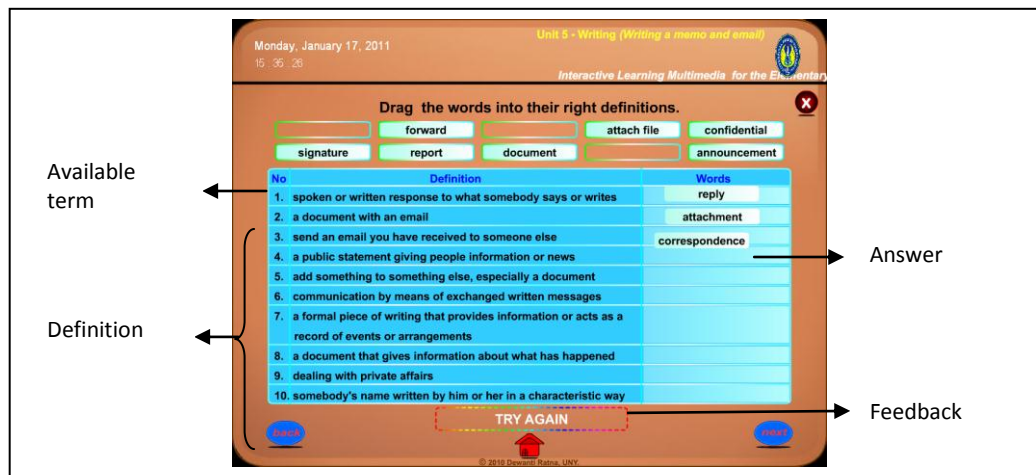


Figure 33: Vocabulary Matching

e) Elements of a memo

Figure 34 represents the elements of a memo. They are presented in icons A, B, C, D, and E. When they are clicked, they will show the explanation as presented in Figure 34.

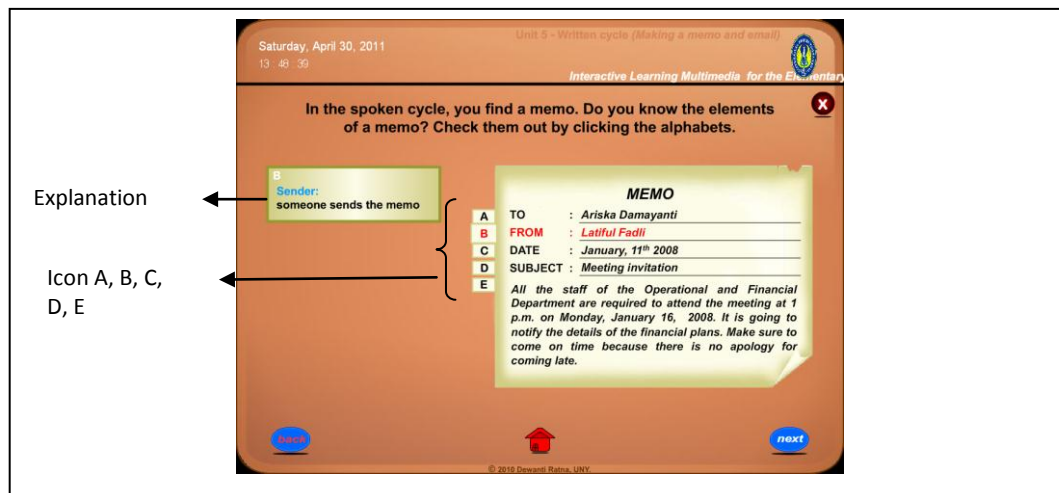


Figure 34: Elements of a Memo

f) Elements of an email

Figure 35 represents the elements of an email. Similarly, they are presented in icon A, B, C, D, and E. In case they are clicked, they will show the explanation as presented in Figure 35.

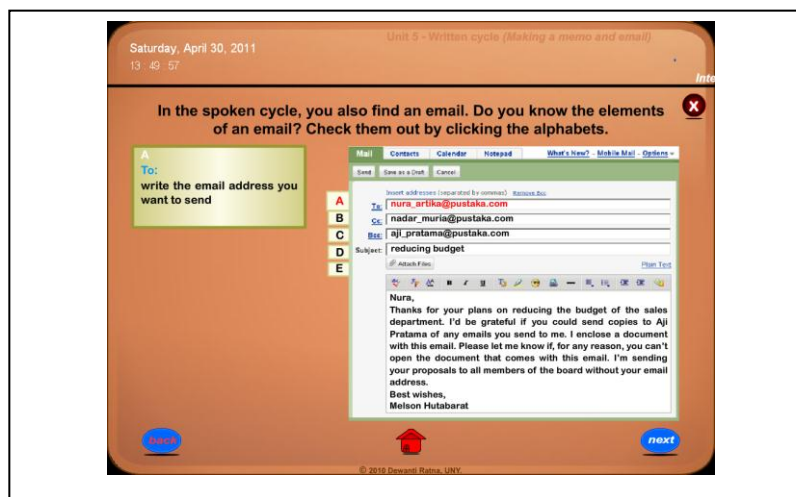


Figure 35: Elements of an Email

g) Writing a memo

The following frame is the illustration of the first written productive phase task in Unit 5.



Figure 36: Writing a Memo

h) Writing an email

The following frame is the illustration of the second written productive phase task in Unit 5.

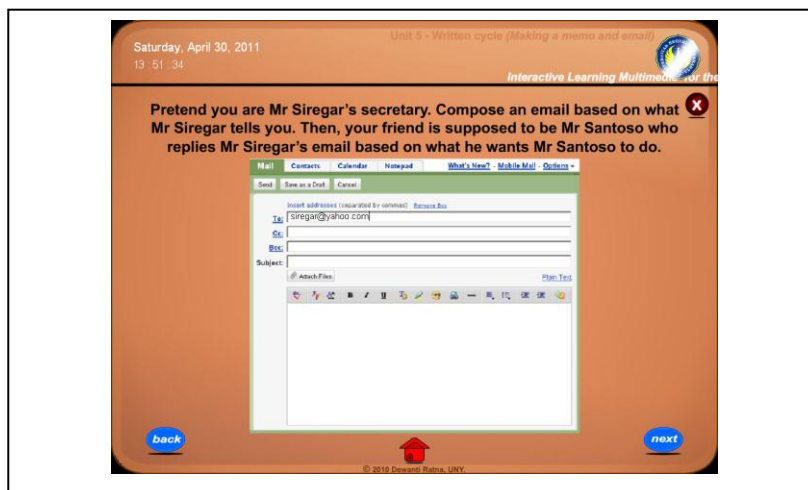


Figure 37: Writing an Email

5) Grammar

Grammar items that are discussed in Unit 5 are modals *must* and *have to* and *imperative*.

a) *Must* and *have to*

The explanation of *must* and *have to* is illustrated in Figure 38. These grammar features are used in the spoken cycle as well as in the written cycle particularly in the way the sender of memo or email requires someone to do something urgently. The frame contains both the explanation and the examples.

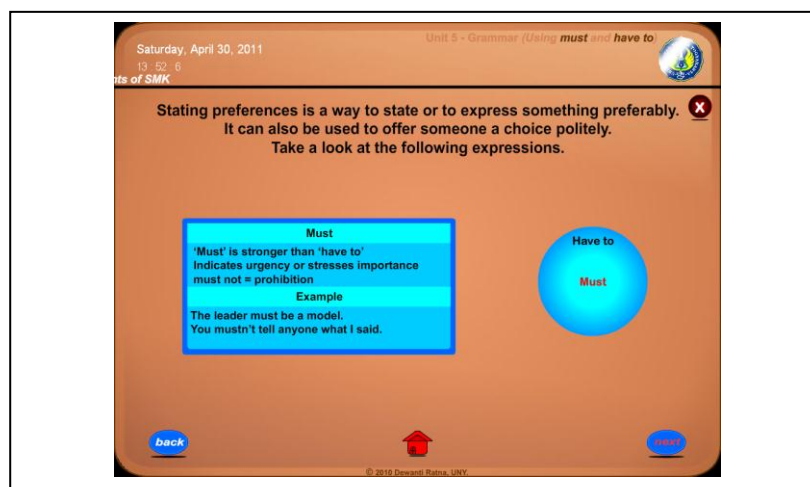


Figure 38: *Must* and *Have To* Explanation

b) Exercise

The explanation of *must* and *have to* is also provided in some exercises to check students' understanding of modals *must* and *have to*. It is also provided in the exercise in the form of multiple choices. Figure 39 represents the exercises.

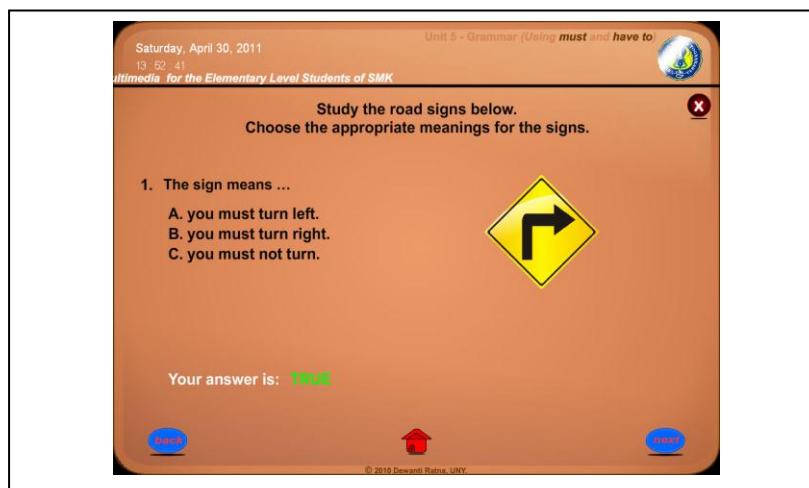


Figure 39: *Must* and *Have To* Exercise

6) Summary

Figure 40 represents the summary of the materials in Unit 5.

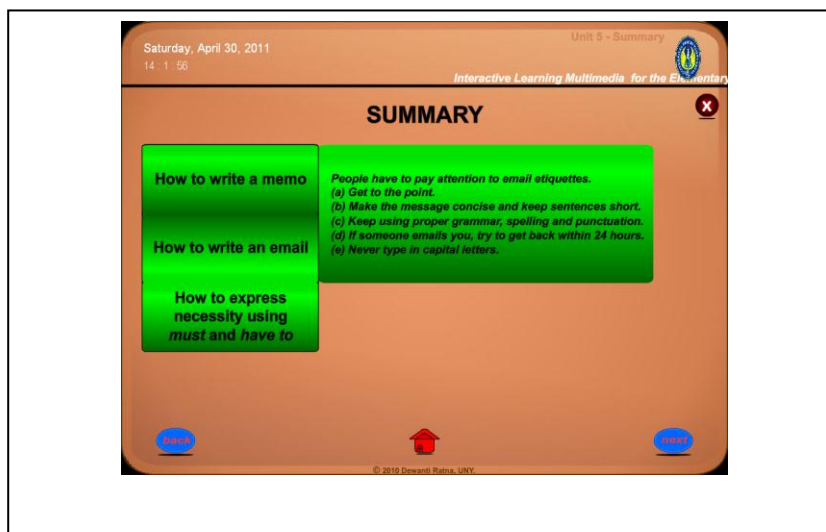


Figure 40: Summary of Unit 5

B. Alpha Testing

1. Feedback

Two experts were involved in doing the alpha test of this media evaluation. The first is a content expert and the second is a multimedia expert. The content of the media is good. There were only some weaknesses to improve. The following is the comments and suggestions.

Table 4: Material Expert's Feedback

Frame	Comments/ suggestions
Unit description	The navigations to move spoken cycle, written cycle, grammar, and summary should be taken apart.
Handling guest expressions	The expressions of handling guests are not classified clearly.
Handling guest in a restaurant video	The setting does not show that it was taken in a restaurant.
Speaking productive task	There is no feedback.
Stating preference	There is no task for this grammatical feature.
Whole frame	There are some grammatical mistakes in some frames.
Imperative	There is no imperative that really can support email and memo writing.
Writing productive task of Unit 5	There is no control to compose the text.
'Must' and 'have to'	The tasks are not related to the unit theme (business atmosphere).
Writing scoring rubric	The criteria are not related to the writing product.

The multimedia expert said that the design of this interactive multimedia was good. The elements of interactive multimedia such as text, color, picture, animation, audio, and video are well integrated. The action is running well and the weaknesses in this multimedia are normal. The following is the comments and suggestions.

Table 5: Multimedia Expert's Feedback

Frame	Comments/ suggestions
User's guide	Some icons are not normally used in multimedia.
Every frame	Some icons do not work.
Audio	Most of the audio in video are nor really clear. Pay more attention to the pronunciation.
Color	Some colors do not really match each other.

2. Revision

Based on the results of the evaluation from the experts, the multimedia was revised. Some grammatical mistakes were corrected, and the quality of visual supports, i.e. pictures, audio, and video was improved by changing them with the better ones. The actions taken are presented in the following table.

1) Material aspects

Table 6: Material Expert's Revision Taken

Frame	Action taken
Unit description	The navigations were taken apart.
Handling guest expressions	The expressions of handling guests were classified based on the function such as greeting, offering something, and requesting to leave a message.
Handling guest in a restaurant video	New video was made in a better restaurant.
Speaking productive task	Feedback in terms of band score was added.
Stating preference	Task for stating preference grammar feature was added.
Whole frame	Some grammatical mistakes were corrected.
Imperative	Imperative for supporting memo and email is added.
Writing productive task of Unit 5	Situational recording to control the writing task was added.
'Must' and 'have to'	The tasks were substituted with those which were related to the unit theme (business atmosphere).
Writing scoring rubric	The criteria were substituted with those which were related to the writing product.

2) Multimedia aspects

Table 7: Multimedia Expert's Revision Taken

Frame	Action taken
User's guide	The icons were replaced with the proper ones.
Every frame	Some icons were ensured to work well.
Audio	Most of the audio were dubbed with the clear ones and the pronunciation was concerned more.
Color	Selected matching colors were used.

The revised multimedia is called the second draft which was then implemented in the class. These aims were to investigate if the interactive multimedia was effective and suitable for the students in learning English.

C. Second Draft of the Interactive Multimedia

The same as the first draft, the interactive multimedia developed in the second draft has four components. The first is the home, the second is user's guide, the third is map of the media, and the fourth is the unit description. There are some icons and navigations in every frame, i.e. time (date and clock), running texts (the title of the media), institution logo (Yogyakarta State University logo), home, back, next, and exit. The following frame is typical navigations and icons placement.

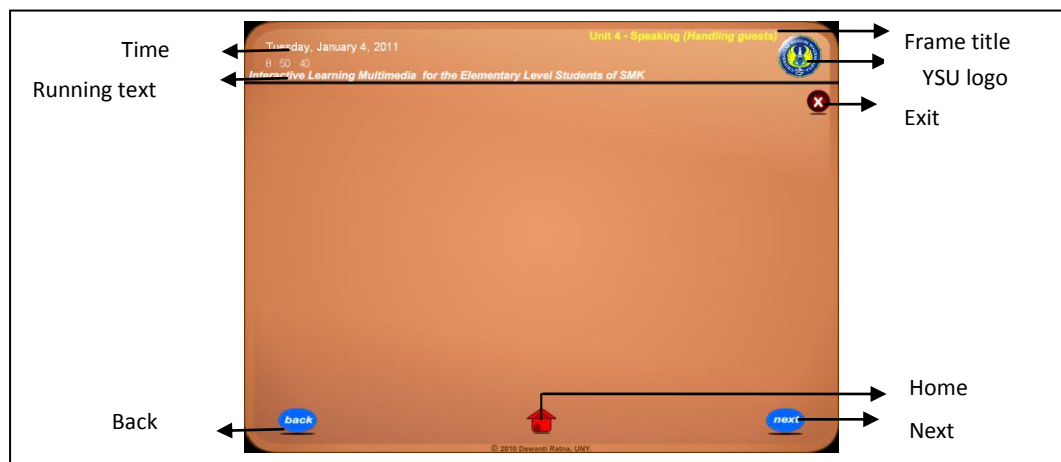


Figure 41: Typical Navigations and Icons Placement

1. Home

The HOME of the second draft does not change. It contains the title of the media and the identity of the developer. The 'next' navigation goes to the second frame, user's guide. The following figure illustrates the HOME.

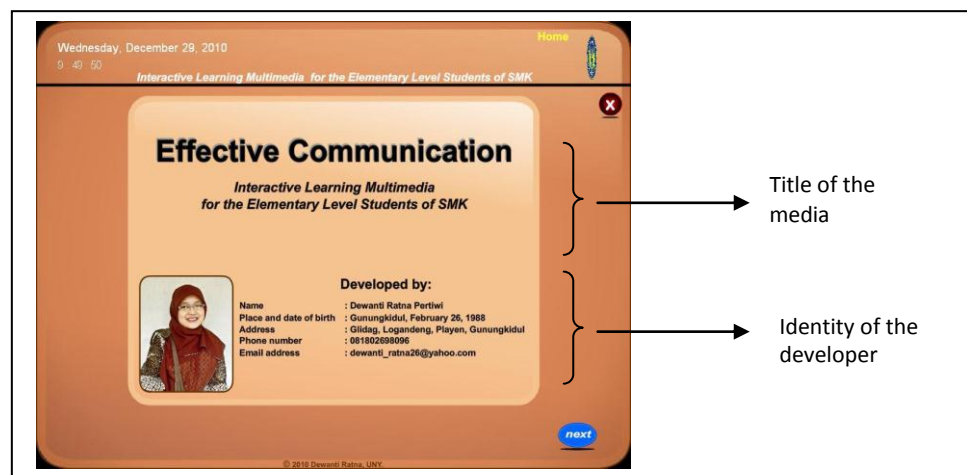


Figure 42: Home

2. User's Guide

The second component of the media is user's guide. This contains some navigations symbols and also the explanations used in the interactive multimedia. In this second draft, there are ten navigation symbols employed in these media i.e. next, back, exit, play the audio, home, spoken cycle, written cycle, grammar, and summary. The 'back' navigation goes to the previous frame, introduction while the 'next' navigation goes to the following frame, map of the media. Each icon on the left side will show the explanation if it is clicked. Figure 43 represents the user's guide while Figure 44 represents the frame when one of the icons is clicked.

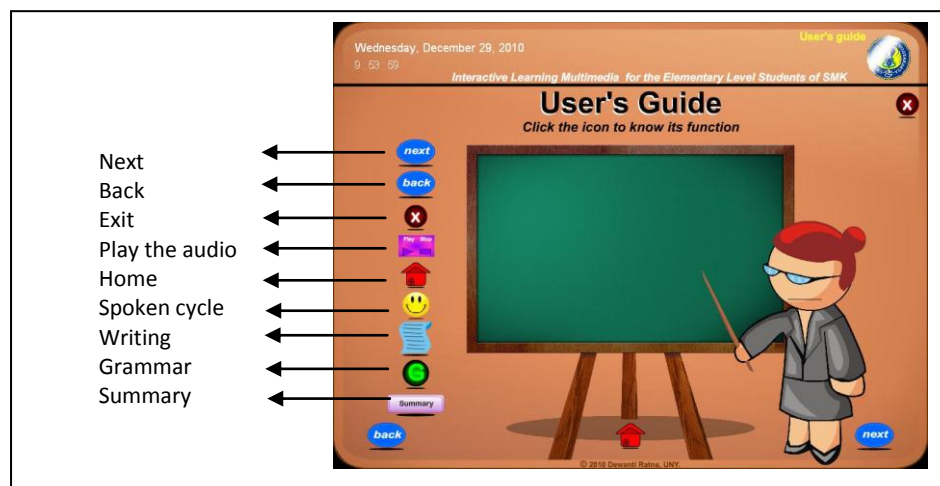


Figure 43: User's Guide

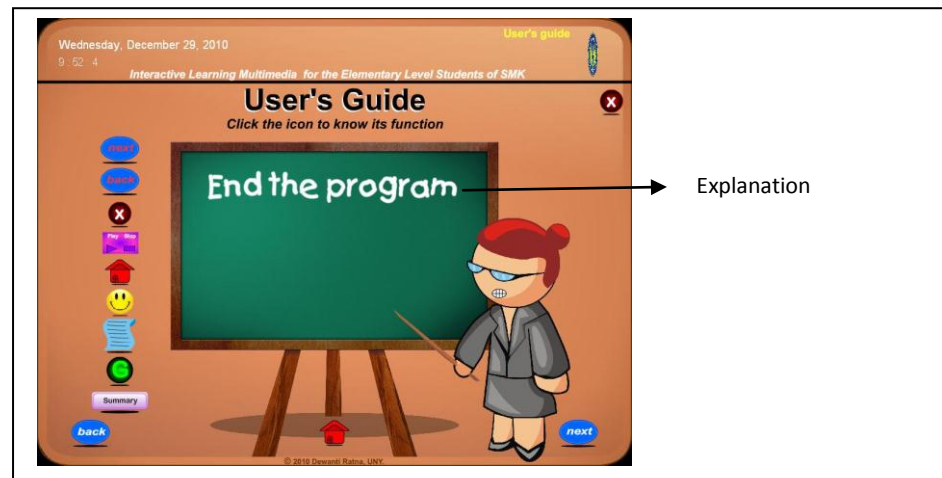


Figure 44: User's Guide

3. Map of the media

The third component of the media is map of the media. Different from the first draft, map of the media in the second draft contains three buttons to enter the sections, i.e. Unit 4, Unit 5, and semester review button. Semester review was added to help students review the materials in the odd semester since Unit 5 is the last unit in the odd semester. The users are free to choose the sections they want to learn by clicking Unit 4, Unit 5, or semester review button.

Next to Unit 4 and Unit 5 buttons, the researcher provides unit content and also the objectives of each unit which are divided into three parts; spoken cycle, written cycle, and grammar. The objectives and also the grammar feature were added more to make the materials more various. The following figure illustrates the map of the media.

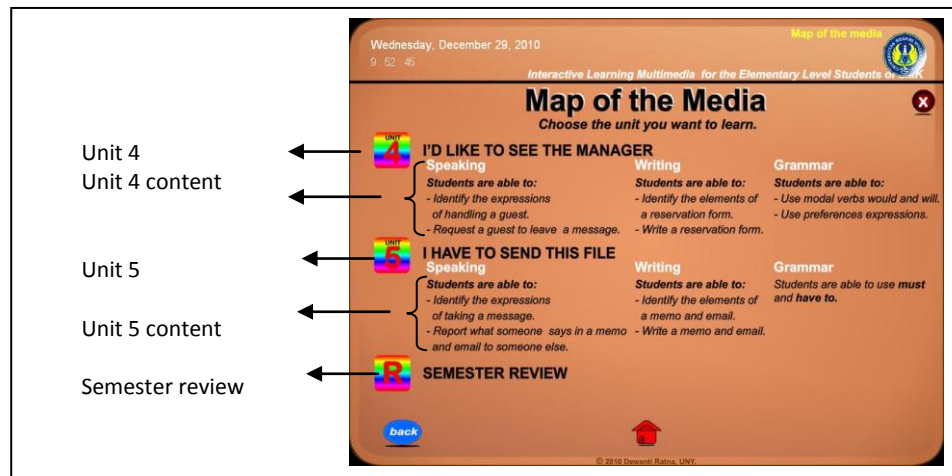


Figure 45: Map of the Media

4. Unit description

The fourth component of the media is the unit description. It covers the units developed i.e. Unit 4 and Unit 5 and also the semester review that provides some exercises for the materials in semester 2.

a. Unit 4

1) Unit introduction

Each unit of this part has unit icon, the theme of the unit, and also BKOF (background knowledge of the field) questions. That information is intended to provide the students with introduction of the unit. The BKOF questions are provided to give the students basic description of the unit by developing the knowledge of the discussed topic. Some questions were changed into the more communicative ones. The following figure illustrates the unit introduction of Unit 4.

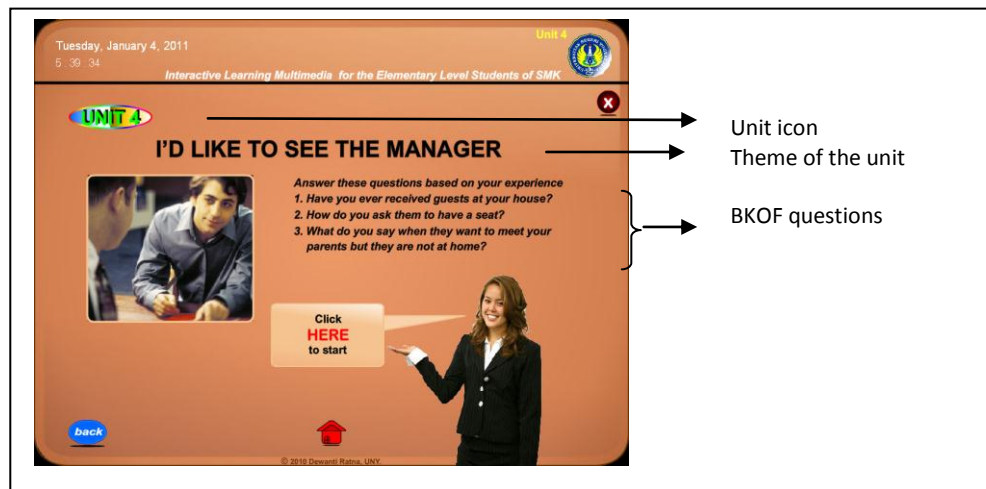


Figure 46: Unit 4 Introduction

2) Goal

The term objective was changed into goal since it is more suitable. The frame of this unit covers the unit goal itself and also spoken cycle, written cycle, grammar, and summary icon to move to each area. Differently, the goal of the unit consists of brief description of what the users will learn and also the four choices they want to learn, i.e. spoken cycle, written cycle, grammar, and summary. The goal is illustrated as follows.

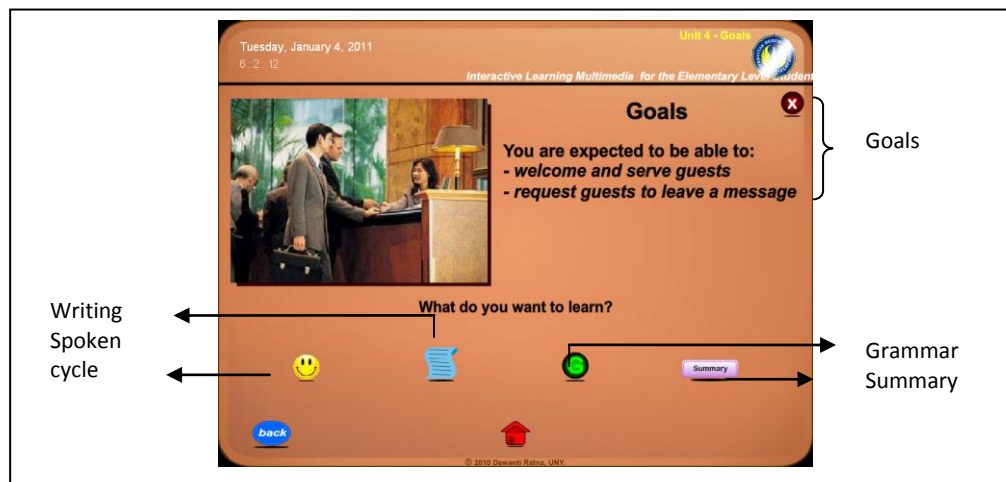


Figure 47: Unit 4 Goal

3) Spoken cycle

Spoken cycle has two major sections; speaking and listening. Both sections are arranged integrated tasks which are assigned variously. In this second draft, Unit 4 has pronunciation, comprehension listening, the expressions of handling guests, arranging the expressions, and practicing dialogues. In the practicing dialogues task, it is completed with speaking scoring rubric in order to provide self reflection on the students' performance.

a) Pronunciation

There is no change in the pronunciation section. It focuses on pronouncing the vocabulary used in the listening comprehension tasks that follow. The vocabulary guessing tasks also take part in giving prerequisite tasks related to the listening comprehension tasks that follow. The students can click the related vocabulary to hear its pronunciation and then guess its meaning by choose the correct answer between two alternatives. The feedback appears after the students choosing the meaning of the vocabulary. The pronunciation frame is illustrated as follows.

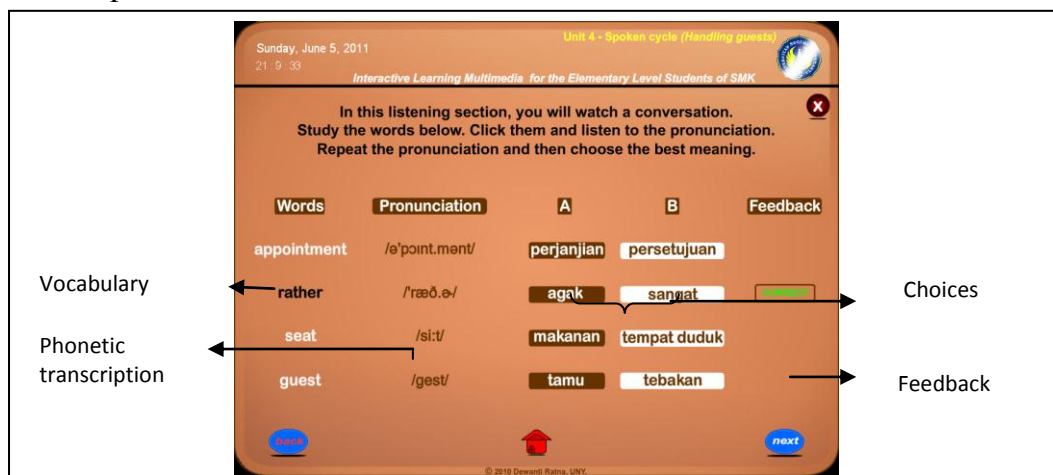


Figure 48: Pronunciation of Unit 4 Spoken Cycle

b) Listening comprehension

The listening comprehension task concerns the language functions used in certain context. The students can control the volume and play the recording of the video as many times as they need. After playing the recording, the students are expected to answer some comprehension questions by choosing the available alternative answers. The feedback will appear at the bottom of the video. Figure 49 represents the listening comprehension.

The screenshot shows a digital interface for a listening comprehension task. At the top, it displays the date 'Tuesday, January 4, 2011' and the unit title 'Unit 4 - Speaking (Handling guests)'. The main instruction reads: 'Watch the conversation and then choose the best answer of the following questions by clicking letter A or B.' The video player shows a person in a green shirt. To the right, five questions are listed with two-choice answers (A and B). Below the video, the feedback 'Your answer is: FALSE' is shown. The interface includes a 'next' button and a 'back' button. Labels with arrows point to the video, video controller, feedback, and comprehension questions.

Figure 49: Listening Comprehension of Unit 4

c) Handling guest expression

Figure 50 represents the expressions of handling guests in three occasions, i.e. office, hotel, and restaurant. They are presented in oval icons in case they are clicked, they will show the expressions as presented in Figure 51. The expressions themselves are disguised based on their functions such as welcoming, offering something, and expressing hope.

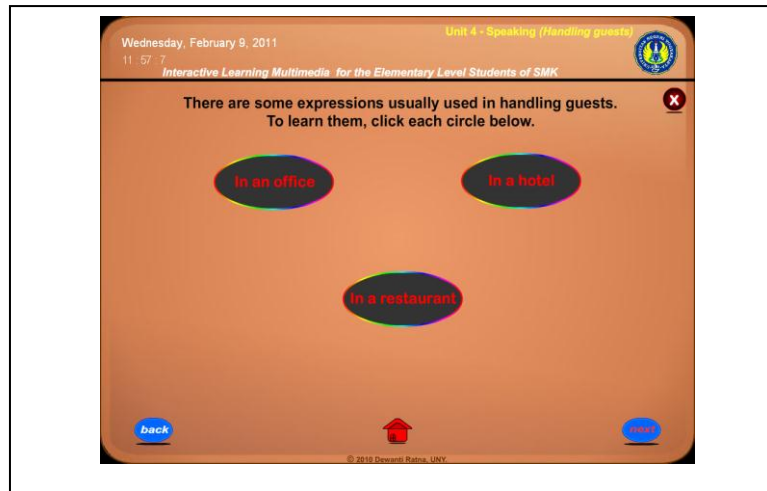


Figure 50: Expressions of Handling Guest

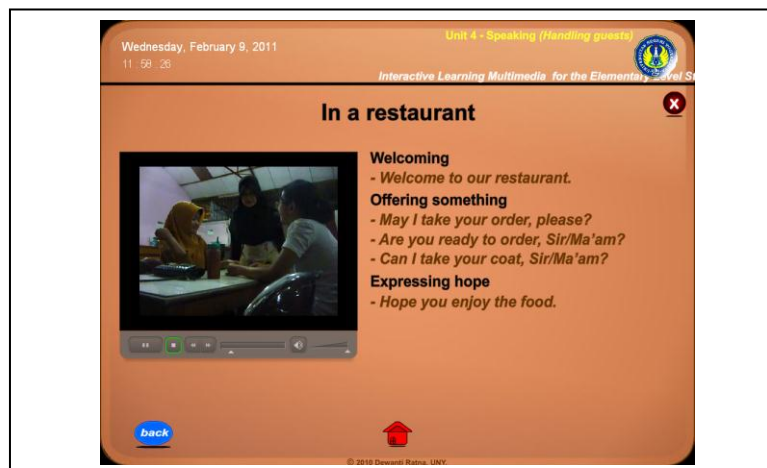


Figure 51: Expressions of Handling Guest

d) Arranging the expression

The arrangement of statements into a good conversation in this presentation is just the same as that in the first draft. It tries to check students' ability in arranging jumbled statements into a meaningful conversation. The students are to place the conversation in the left column (column A) into correct order in the right column (column B). Once the students make some mistakes, there will be 'TRY AGAIN' feedback and the expression will go back to column

A. On the other hand, there will be 'GOOD JOB' feedback for some correct actions and the expression will place column B. The following figure illustrates the task.

The screenshot shows a software interface for practicing dialogues. At the top, it displays the date 'Tuesday, January 4, 2011' and the time '6:54:23'. The title is 'Unit 4 - Speaking (Handling guests)'. Below the title, it says 'Learning Multimedia for the Elementary Level Students of SMK'. The main instruction is: 'Rearrange these jumbled expressions into a good conversation taken place in a restaurant by dragging the statements in column A into B. Then, act it out with your partner.' There are two columns, A and B. Column A contains several dialogue lines, and Column B contains a list of numbers from 1 to 8. A 'TRY AGAIN' button is located at the bottom center. A 'Feedback' label with an arrow points to the right side of the interface.

Figure 52: Arranging the Expression

e) Practicing dialogues

The role plays in both units are assigned as the productive segment in spoken cycle after the users learn the whole materials in the spoken cycle. The students are to practice the conversation based on the given situational contexts. After they practice it, they are to rate themselves based on the available band scores. The following figure illustrates the task.

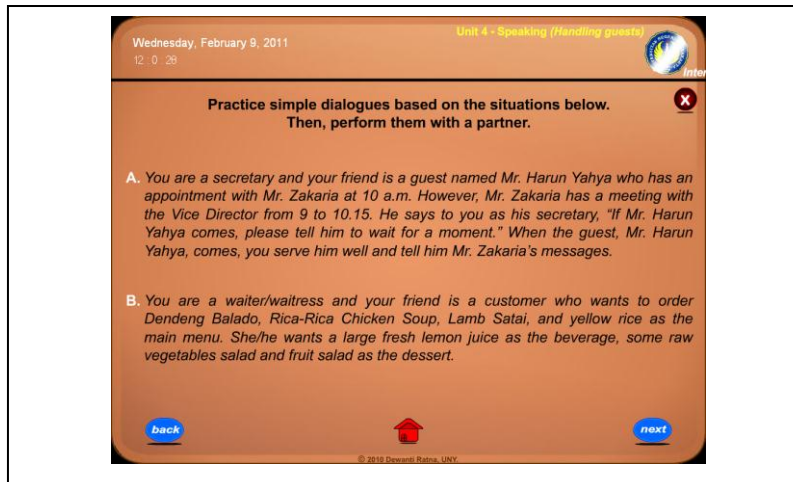


Figure 53: Practicing Dialogues of Unit 4

f) Speaking scoring rubric

This speaking scoring rubric is intended to give students' possibility to rate their own performance. There are five categories completed with the criteria. The students may choose their category by clicking one of the bands score between 1 and 5. After that, there will be appearing stars based on the band score. The following figure illustrates the band score.



Figure 54: Unit 4 Speaking Scoring Rubric

4) Written cycle

Written cycle has two major sections; writing and reading. In line with the spoken cycle, these sections are designed in integrative tasks. Some tasks were the same as in the first draft. Unit 4 of these media has pronunciation and vocabulary guessing, reading comprehension, and reservation form composition. There was a change in reservation form composition.

a) Pronunciation

The pronunciation task in this presentation focuses on pronouncing the vocabularies used in the following reading comprehensions. The students can click the vocabulary to listen to the pronunciation. After that, the students can go to the vocabulary guessing task. This contains some vocabularies existing in the passage. This is used as the prerequisite task to do the reading comprehension task. The students can guess its meaning by choosing the correct answer between two alternatives. The feedback appears after the students choose the meaning of the vocabulary. Figure 55 represents the pronunciation.

Words	Pronunciation	A	B	Feedback
etiquette	/et.i.keɪ/	tiket	tata cara	Correct
grasp	/græsp/	memegang	merumput	Wrong
offensive	/ə'fensɪv/	merusak	menghina	Wrong
rude	/ru:d/	kasar	jalan	Wrong

Figure 55: Pronunciation of Unit 4 Written Cycle

b) Input text

The reading section in this multimedia contains some texts related to the theme of the unit and also the grammar item that will be discussed. The texts are then followed by some comprehension questions. Since the texts are not enough to be presented in one full frame, the developer made it by applying scroll facility. The students can scroll the text to read the whole text. Figure 56 represents the input text.

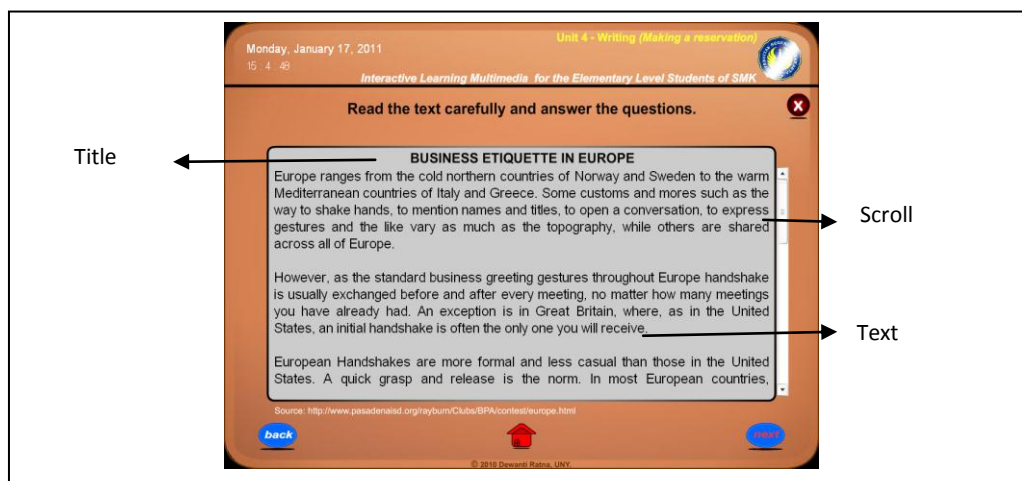


Figure 56: Input Text of Unit 4

c) Reading comprehension

As mentioned above, the text is followed by reading comprehension questions. The feedback will appear after the students click the best answer. Figure 18 represents the reading comprehension.

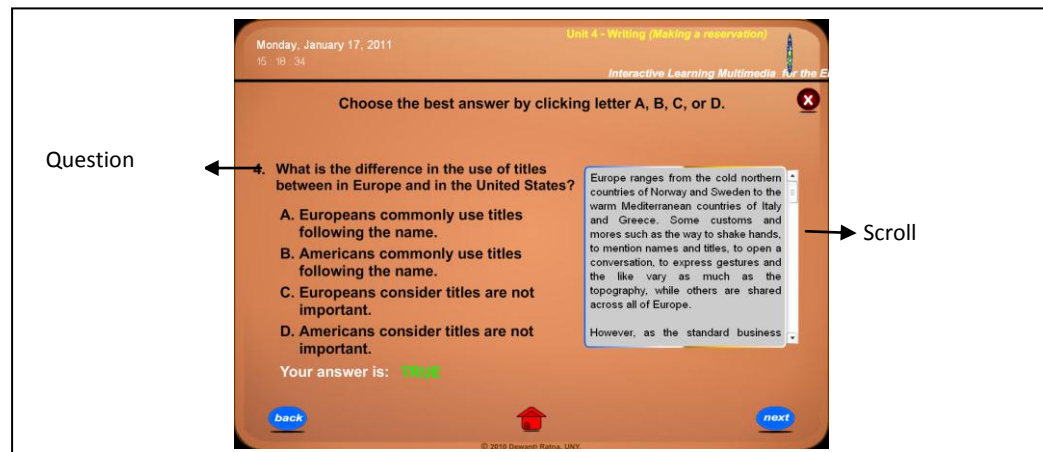


Figure 57: Reading Comprehension Question of Unit 4

d) Writing a reservation form

The following frame is the illustration of written productive phase task in Unit 4. The students are to create a reservation form based on the available reservation letter. Differently, in the first draft, there were frames that show the reservation letter only then a comprehension question task following it. In this second draft, the sample of reservation form was added (Figure 58) and then followed by reservation form composition (Figure 59). In this frame, there is a mailbox at the corner. Its function is to show the reservation letter when the cursor is closed to the box. It will disappear when the cursor is kept away.

Monday, May 2, 2011
10:57:44
Secondary Level Students of SMK

Unit 4 - Written cycle (Making a reservation)

SIGUNTANG HOTEL
Jl. MUSI 17, Palembang
Phone (+62 711) 588 688 Fax. (+62 711) 588 689

RESERVATION FORM

First name : Allan
Last name : McGonagall
Sex : Male Female
Nationality : Australian
Address : STARS ROAD INT., Ltd.3284A, Sky Light Avenue Melbourne
Check in date : August 17th around 7 a.m
Check out date : August 20th
Special request : a comfort suite room and providing a private set of facilities
Room type : a single executive room
Payment : Credit Cash

Signature: _____ Date: _____

back next

© 2010 Dewanti Ratna, UNY

Figure 58: Sample of a Reservation Form

Monday, January 17, 2011
15:43:21

Unit 4 - Writing (Making a reservation)

Suppose you are a receptionist who has to handle Mr. McGonagall's reservation. Complete the following reservation form based on the letter inside the mailbox.

SIGUNTANG HOTEL
Jl. MUSI 17, Palembang
Phone (+62 711) 588 688 Fax. (+62 711) 588 689

RESERVATION FORM

First name : _____
Last name : _____
Sex : Male Female
Address : _____
Name : _____
Payment : Credit Cash

Dear Sir/Madam,
I would like to book a single executive room for three nights from August 17th. Would you mind providing a comfort suite room and providing a private set of facilities, please?
I expect to arrive on Friday 17th around 7 a.m. and check in at your hotel immediately.
Please send me the bill of payment I have to pay as soon as possible. I would like to pay it in cash. Thank you for service.

Yours Sincerely,
Allan McGonagall

back next

MAILBOX

Reservation letter

Reservation form

BACK TO

© 2010 Dewanti Ratna, UNY

Figure 59: Writing a Reservation Form

e) Writing scoring rubric

This writing scoring rubric is intended to give students' possibility to rate their own performance. There are four categories completed with the criteria. The students may choose their category by clicking one of the bands score between 1 and 4. After that, there will be appearing stars based on the band score. The following figure illustrates the band score.

Wednesday, February 9, 2011
12:7:1

Unit 4 - Written cycle (Making a reservation)

Rate your writing by clicking the band score below.

Band Score	Category	Description
4	Excellent	Well written. Good grammar; understandable use of language.
3	Good	Language used accurately but no variety of usage.
2	Modest	Made several major errors in language, but essentially still understandable.
1	Limited	Made an effort but there are many errors that it is difficult to understand.

I am : ★ ★ ★

back

BACK TO

© 2010 Dewanti Ratna, UNY

Labels: Band score, Category, Description, Feedback, Unit back

Figure 60: Unit 4 Writing Scoring Rubric

5) Grammar

Grammar items that are discussed in Unit 4 are modals *will* and *would* for request and preferences.

a) *Would* and *will* for request

Modals *would* and *will* for request explanation is illustrated in Figure 61. These grammar features are mostly used in the spoken cycle, particularly the expressions of handling guests. The frame contains both the explanation as well as the examples.

Wednesday, February 9, 2011
21:51:42

Learning Multimedia for the Elementary Level Students of SMK

Unit 4 - Grammar (Using modal verbs 'would and will')

Modal verbs *would* and *will* for requests.

What would you like to eat? - I'd like a hamburger.
- I'll have a fried chicken and rice.

What would you like to drink? - I'd like a large fresh coke.
- I'll have coffee.

Would you like anything else? - Yes, please. I'd like some water.
- No, thank you. That's all.

Note:
- I will = I'll
- "I'd" stands for I had and I would, but in this case, "I'd" stands for I would.

back

© 2010 Dewanti Ratna, UNY

Figure 61: *Would* and *Will* for Request Expressions

b) Exercise

The modal *would* and *will* for request is also provided some exercises to check students' understanding of modal *would* and *will* for request. The students are to complete the conversation using *would* or *will*. After completing the conversation the feedback will appear. It is also completed with the correction once it is incorrect. Figure 62 represents the exercise.

Wednesday, February 9, 2011 21:57:11
Students of SMK

Unit 4 - Grammar (Using modal verbs *would* and *will*)

Complete the conversation using "would" or "will".

Waiter : What (1) you like to order, Sir?
 Customer : I (2) like chicken-Kare, bakad Petal and Semur Jengkol.
 Waiter : (3) you like rice, corn, or cassava?
 Customer : Rice, please.
 Waiter : What kind of rice (4) like? White rice, red rice, yellow rice, or fried rice?
 Customer : I (5) have red rice, please.
 Waiter : All right. And what (6) you like to drink?
 Customer : I guess I (7) have a glass of ginger coffee.
 Waiter : Yes. And what (8) you like for dessert?
 Customer : Yes, I (9) have fruit salad.
 Waiter : (10) you like anything else?
 Customer : No, that (11) be all for now, thanks.
 Waiter : OK. I'll bring yours right away.

Feedback → Check

back home next

© 2010 Dewanti Ratna, UNY

Figure 62: *Would* and *Will* for Request Exercise

c) Preferences

Expressions of preference are illustrated in Figure 63. The expression appears in the written cycle of Unit 4. The frame contains both, the explanation as well as the examples.

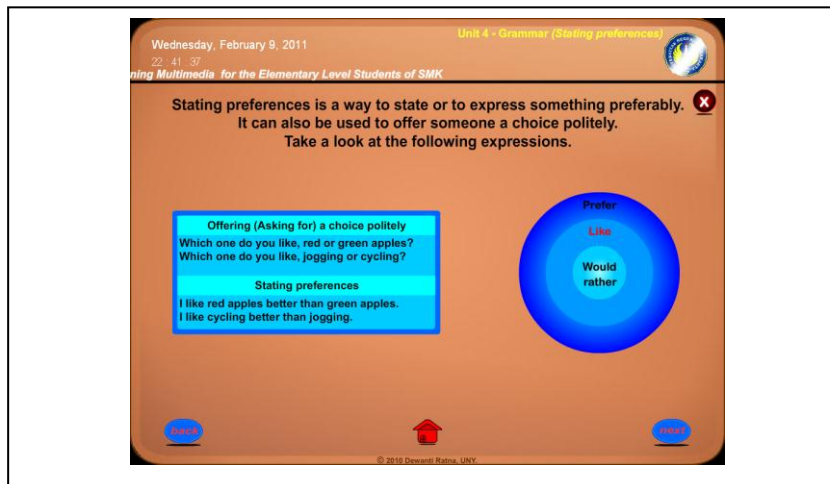


Figure 63: Expressions Preference

d) Exercise

The exercise was added in this second draft to measure students understanding on expressions of preferences. The students are to correct the expressions of preference. After completing the conversation the feedback will appear. It is also completed with the correction once it is incorrect. Figure 64 represents the exercise.

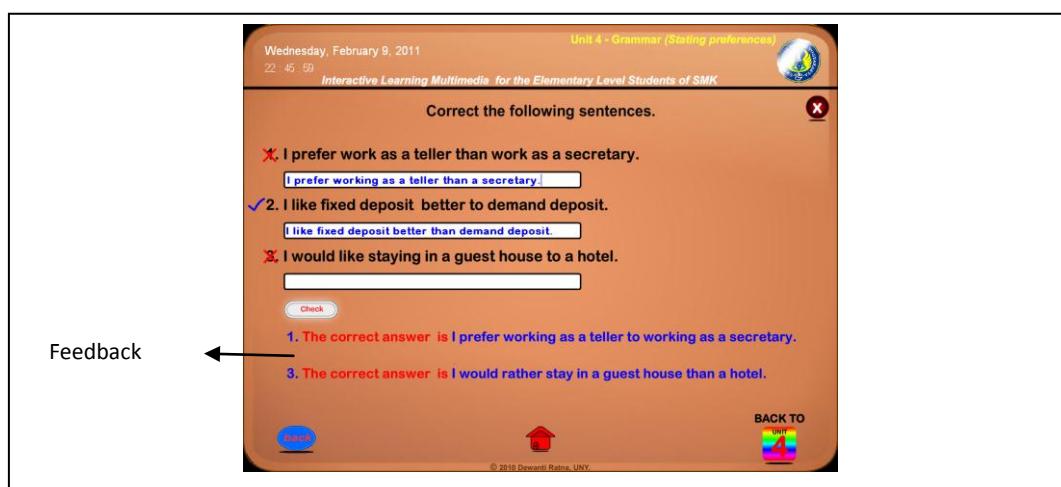


Figure 64: Expressions Preference Exercise

6) Summary

Unlike the first draft, the summary was taken apart from the grammar. Figure 65 represents the summary of the materials in Unit 4. It is divided into four boxes, covering the expressions of handling guests, the expressions of leaving and taking a message, modals *would* and *will* for request, and the expressions of preference. Once the box is clicked, the explanation will appear on the right side. Since it is the last frame of Unit 4, it is completed with an icon that connects unit introduction of Unit 4 as well as Unit 5.

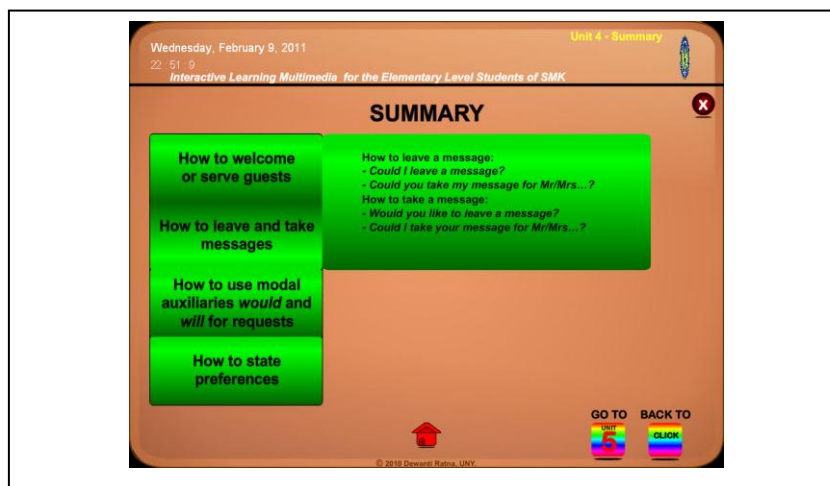


Figure 65: Summary Unit 4

b. Unit 5

1) Unit introduction

Similarly, this unit introduction is the same as that of the first draft. It has unit icon, the theme of the unit, and also BKOF (background knowledge of the field) questions. The following figure illustrates the unit introduction of Unit 5.

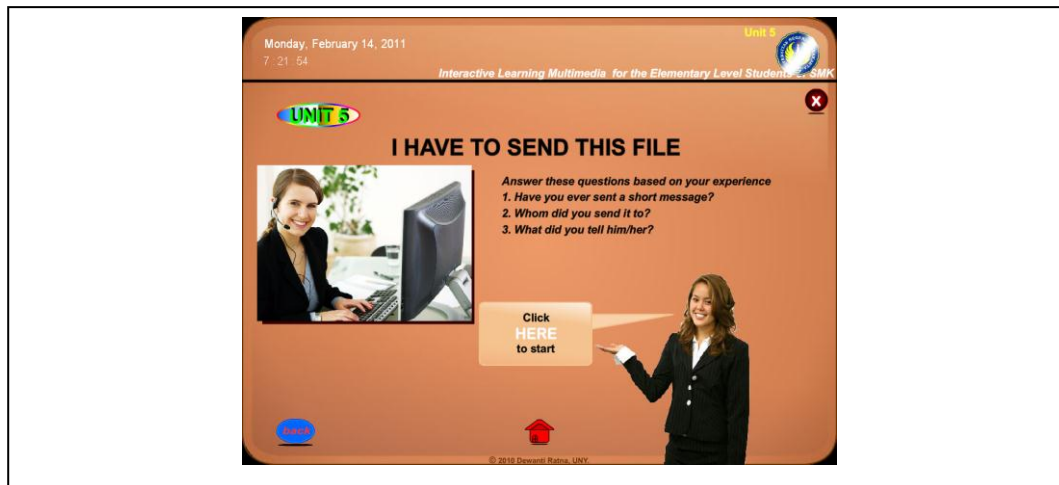


Figure 66: Unit 5 Introduction

2) Goal

The term ‘objective’ was changed into ‘goal’. The goal frame of this unit covers the unit goal itself and also spoken cycle, written cycle, grammar, and summary icon to move to each task. The goal of the unit consists of brief description what the users will learn and also the four choices they want to learn, i.e. spoken cycle, written cycle, grammar, and summary. The following figure illustrates the goal of Unit 5.



Figure 67: Goal Unit 5

3) Spoken cycle

Spoken cycle has two major sections; speaking and listening sections. Both sections are arranged in some integrated tasks. In Unit 5, it has pronunciation, comprehension listening, and practicing dialogues. The task of practicing dialogues is completed with speaking scoring rubric in order to provide self reflection on the students' performance.

a) Pronunciation

The pronunciation tasks in this presentation focus on pronouncing the vocabulary used in the listening comprehension tasks that follow. The vocabulary guessing tasks also take part in giving pre-requisite tasks related to the listening comprehension tasks that follow. The students can click the related vocabulary to hear its pronunciation and then guess its meaning by choosing one correct answer of two alternatives. The feedback appears after the students choosing the meaning of the vocabulary. The following figure illustrates the pronunciation of spoken cycle.



Figure 68: Pronunciation of Unit 5 Spoken Cycle

b) Listening comprehension

The listening comprehension task in this unit concerns the theme of the unit. The students can play the recording as many as they need by using the available button. While playing the record, the students are expected to complete the memo by typing the correct answer. The feedback will appear if they are correct as well as incorrect. Figure 69 represents the listening comprehension.

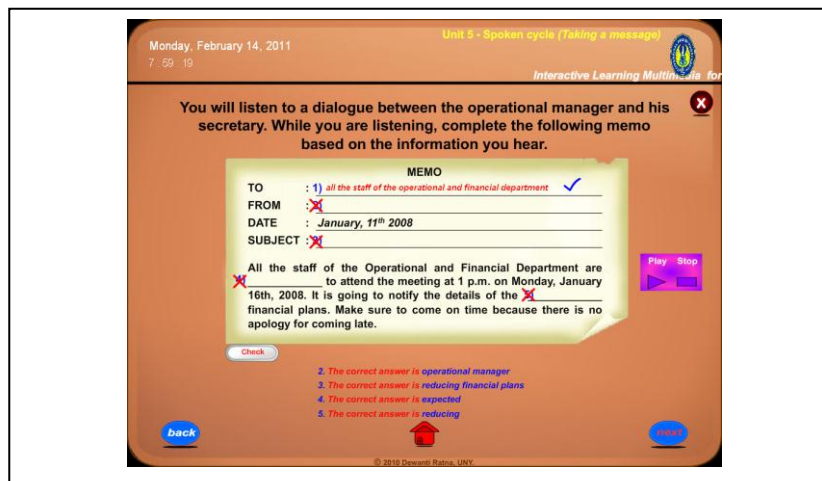


Figure 69: Listening Comprehension of Unit 5

c) Practicing dialogues

The role plays in both units are assigned as the productive segment in the spoken cycle after the users learn the whole materials in the spoken cycle. The students are to practice the conversation based on the given situational contexts. After they practice it, they are to rate themselves based on the available band scores. The following figure illustrates the task.

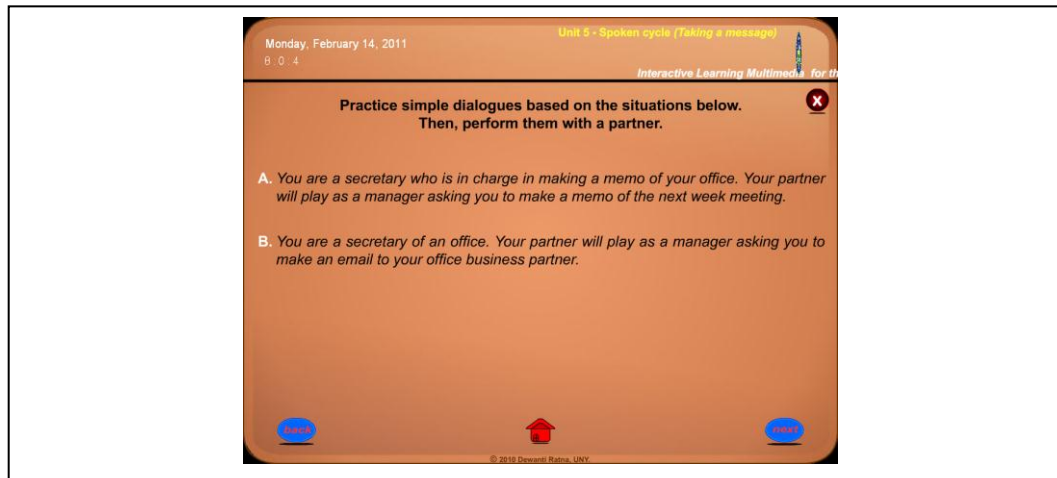


Figure 70: Practicing Dialogues of Unit 5

d) Speaking scoring rubric

This speaking scoring rubric is intended to give students' possibility to rate their own performance. There are five categories completed with the criteria. The students may choose their category by clicking one of the band scores between 1 and 5. After that, there will be stars appearing based on the band score. The following figure illustrates the band score.



Figure 71: Unit 5 Speaking Scoring Rubric

4) Written cycle

Similarly, Unit 5 of these media has pronunciation and vocabulary guessing, reading comprehension, vocabulary matching, and memo and email composition.

a) Pronunciation

The pronunciation tasks in this presentation focuses on pronouncing the vocabularies related to the following reading comprehensions. The students can click the vocabulary to listen to the pronunciation. After that, the students can go to the vocabulary guessing task. This is used as the prerequisite task to do the reading comprehension task. The students can guess its meaning by choosing one correct answer of two alternatives. The feedback appears after the students choose the meaning of the vocabulary. Figure 72 represents the pronunciation.

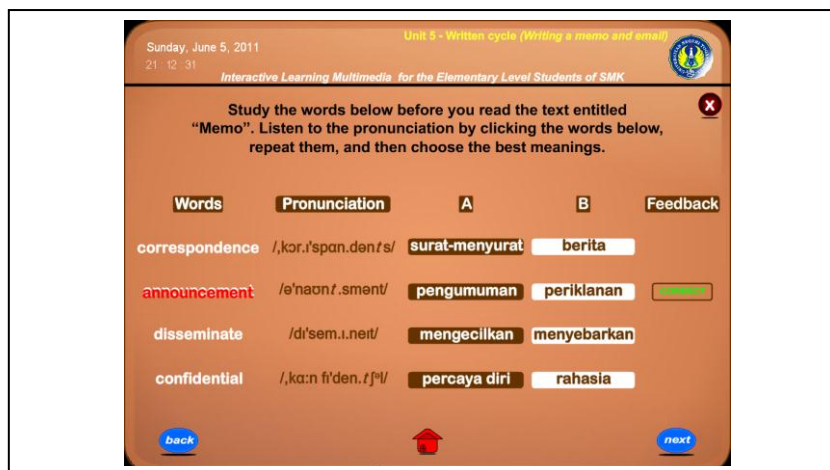


Figure 72: Pronunciation of Unit 5 Written Cycle

b) Input text

As mentioned in the explanation of the reading passage of Unit 4, the reading section in this multimedia contains some texts related to the theme of

the unit and the grammar item will also be discussed. The texts are then followed by some comprehension questions. Since the texts are not enough to be presented in one full frame, the developer made it by applying scroll facility. The students can scroll the text to read the whole text. Figure 73 represents the input text.

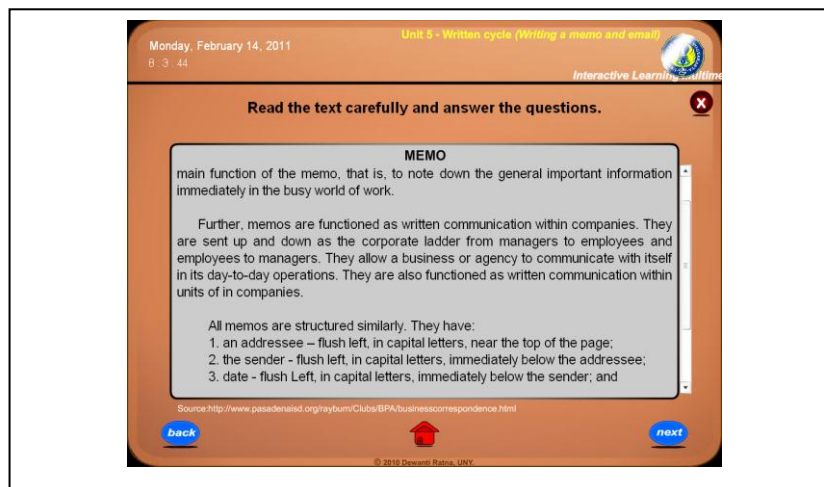


Figure 73: Input Text of Unit 5

c) Reading comprehension

As mentioned above, the text is followed by reading comprehension questions. The feedback will appear after the students typing the answer. The correct answer is symbolized by check sign while the incorrect answer is symbolized by cross sign and also the answer key. Figure 74 represents one of the reading comprehension questions.

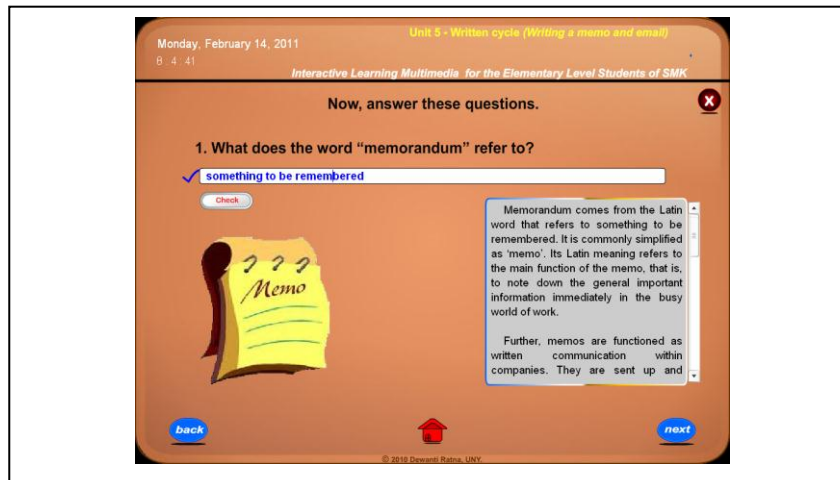


Figure 74: Reading Comprehension Question of Unit 5

d) Vocabulary matching

The frame below shows the vocabulary matching task in Unit 5. This aims to check students' comprehension related to the vocabularies that are used in the previous text. The students are to match the definition with the suitable term by dragging the available vocabularies close to the definition. The feedback will appear after the students place them. Figure 75 represents the task of vocabulary matching.

Monday, January 17, 2011
10:36:26
Unit 5 - Writing (Writing a memo and email)
Interactive Learning Multimedia for the Elementary Level Students of SMK

Drag the words into their right definitions.

Available term: signature, forward, report, document, attach file, confidential, announcement

No	Definition	Words
1.	spoken or written response to what somebody says or writes	reply
2.	a document with an email	attachment
3.	send an email you have received to someone else	correspondence
4.	a public statement giving people information or news	
5.	add something to something else, especially a document	
6.	communication by means of exchanged written messages	
7.	a formal piece of writing that provides information or acts as a record of events or arrangements	
8.	a document that gives information about what has happened	
9.	dealing with private affairs	
10.	somebody's name written by him or her in a characteristic way	

TRY AGAIN

Feedback

Figure 75: Vocabulary Matching

e) Elements of a memo

Figure 76 represents the elements of a memo. They are presented in icons A, B, C, D, and E. In case they are clicked, they will show the explanation as presented in Figure 76.

Monday, February 14, 2011
8:08:19
Unit 5 - Written cycle (Writing a memo and email)
Interactive Learning Multimedia for the Elementary Level Students of SMK

In the speaking activity, you find a memo. Do you know the elements of a memo? Check them out by clicking on the A, B, C, D, and E.

A Receiver: someone receives the memo

MEMO

A TO : Ariska Damayanti
B FROM : Latiful Fadli
C DATE : January, 11th 2008
D SUBJECT : Meeting invitation
E

All the staff of the Operational and Financial Department are required to attend the meeting at 1 p.m. on Monday, January 16, 2008. It is going to notify the details of the financial plans. Make sure to come on time because there is no apology for coming late.

back next

Figure 76: Elements of a Memo

f) Elements of an email

Figure 77 represents the elements of an email. Similarly, they are presented in icons A, B, C, D, and E. In case they are clicked, they will show the explanation as presented in Figure 77.

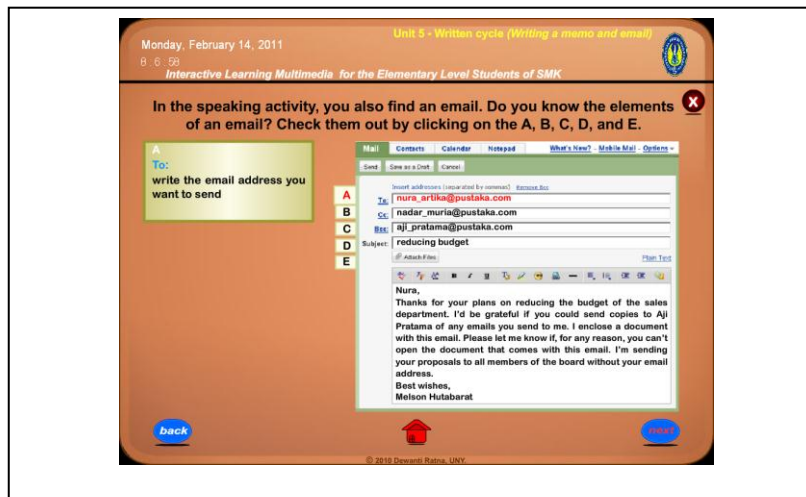


Figure 77: Elements of an Email

g) Writing a memo

The following frame is the illustration of the first written productive phase task in Unit 5. The students are to create a memo based on the recording. The students can play the recording as many as they need by using the available button.

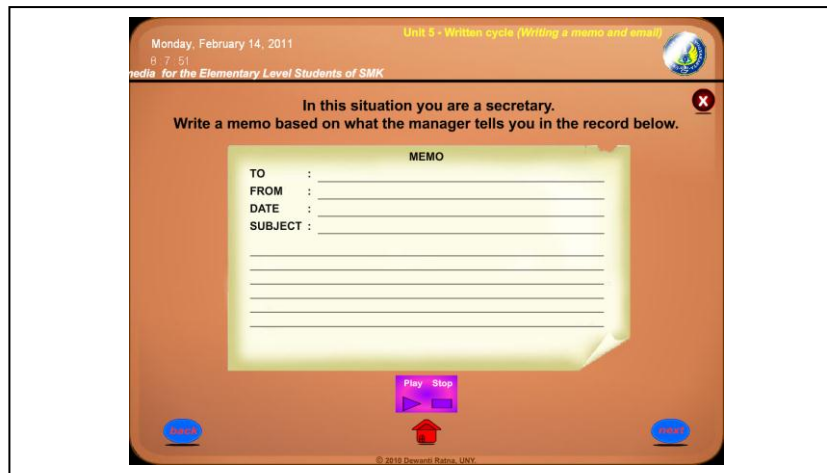


Figure 78: Writing a Memo

h) Writing an email

The following frame is the illustration of the second written productive phase task in Unit 5. The students are to create an email based on the recording. The students can play the recording as many as they need by using the available

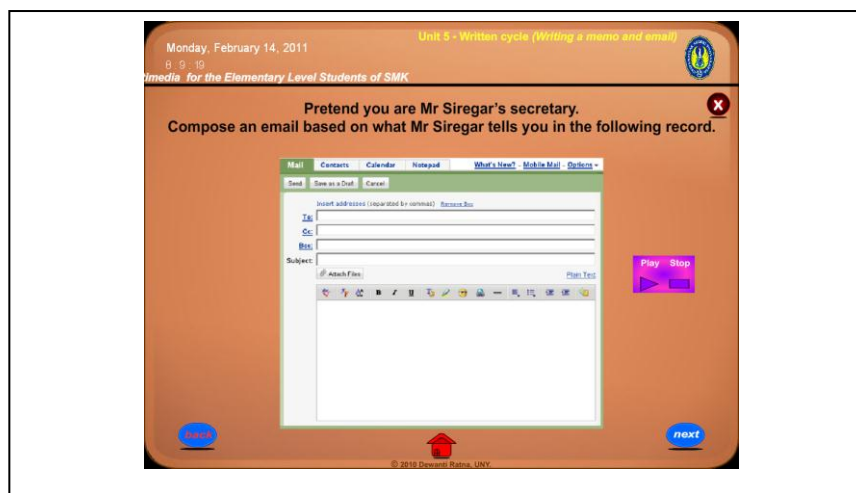


Figure 79: Writing an Email

i) Writing scoring rubric

This writing scoring rubric is intended to give students' possibility to rate their own performance. There are four categories completed with the criteria.

The students may choose their category by clicking one of the band scores between 1 and 4. After that, there will be stars appearing based on the band score. The following figure illustrates the band score.

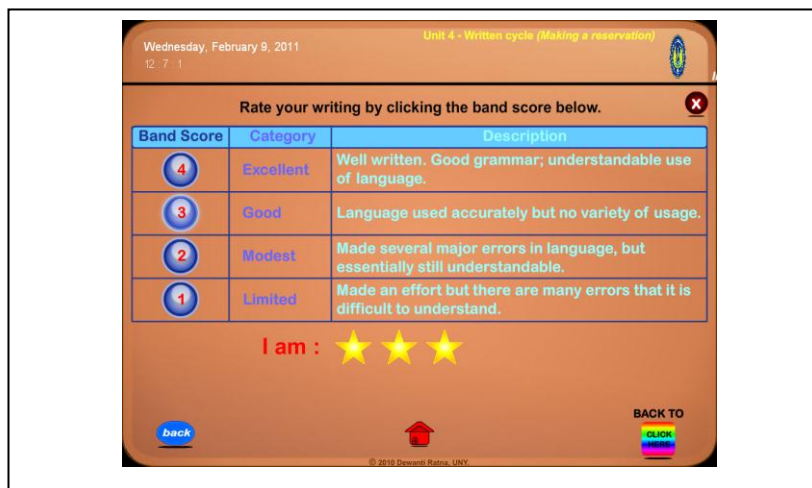


Figure 80: Unit 5 Writing Scoring Rubric

5) Grammar

Grammar items that are discussed in Unit 5 are modals *must* and *have to* and *imperative*.

a) *Must* and *have to*

The explanation of *must* and *have to* is illustrated in Figure 81. These grammar features are used in the spoken cycle as well as written cycle particularly in the way sender of memo or email requires someone to do something urgently. The frame contains both, the explanation as well as the examples.

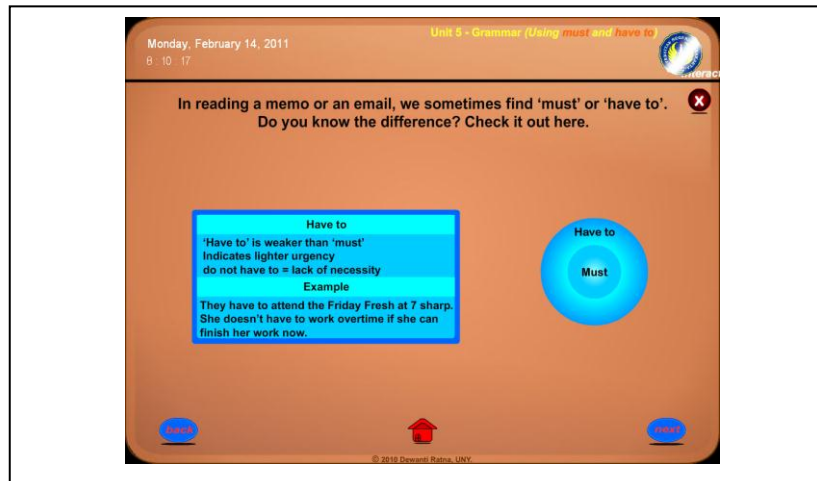


Figure 81: *Must* and *Have to* Explanation

b) Exercise

The explanation of *must* and *have to* is also provided with some exercises to check students' understanding of modal *must* and *have to*. In this second draft, the task was changed with the task suitable with the theme. Figure 82 represents the exercise.

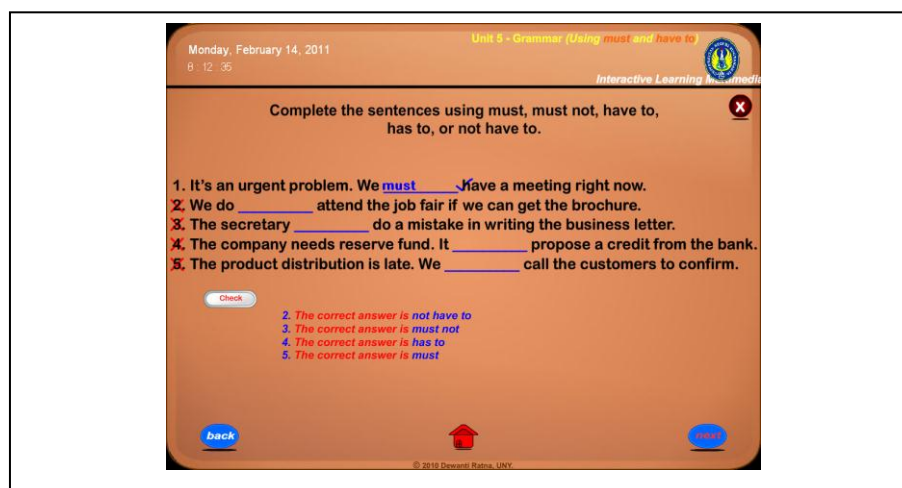


Figure 82: *Must* and *Have to* Exercise

c) Imperative

The explanation about imperative is illustrated in Figure 83. Similar to *must* and *have to*, these grammar features are used in the spoken cycle as well as written cycle particularly in the way sender of memo or email asks someone to do something. The frame contains both, the explanation as well as the examples.

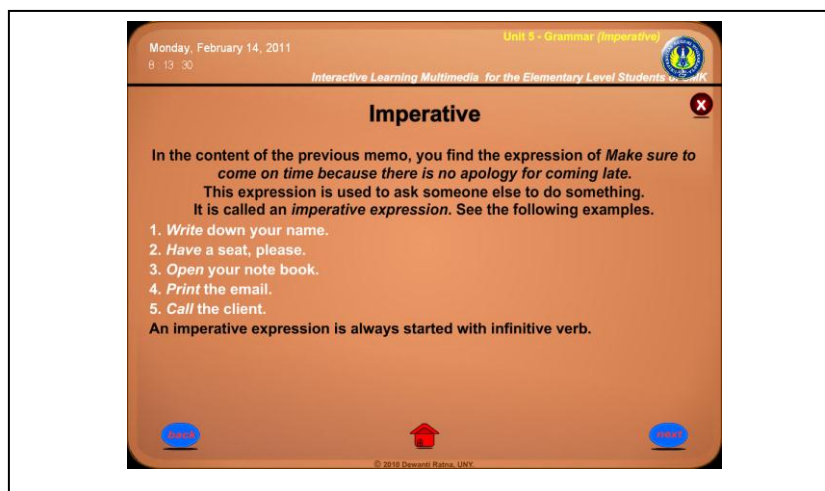


Figure 83: Imperative Explanation

d) Exercise

The *imperative* explanation is also provided with some exercises to check students' understanding. The students are to complete the sentences using correct imperative by dragging the choice to the right place. Figure 84 represents the exercise.

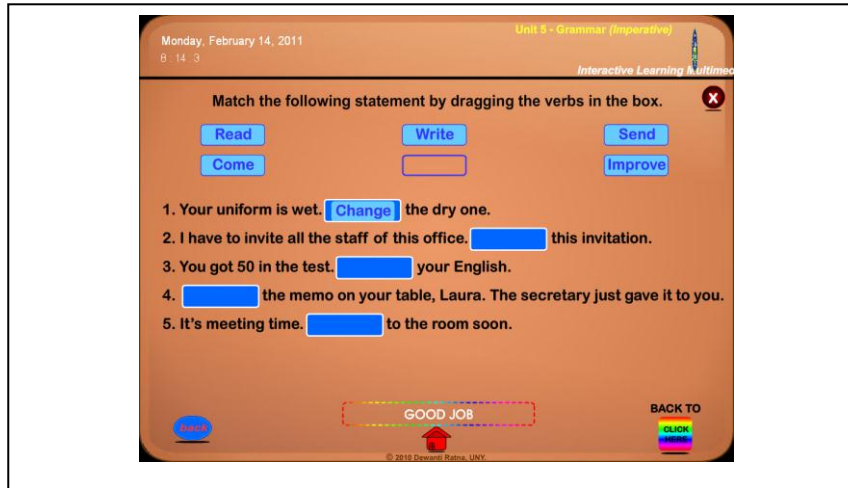


Figure 84: Imperative Exercise

6) Summary

Figure 85 represents the summary of the materials in Unit 5. It is divided into four boxes, covering how to write a memo, how to write an email, how to express necessity using *must* and *have to*. Once the box is clicked, the explanation will appear on the right side.

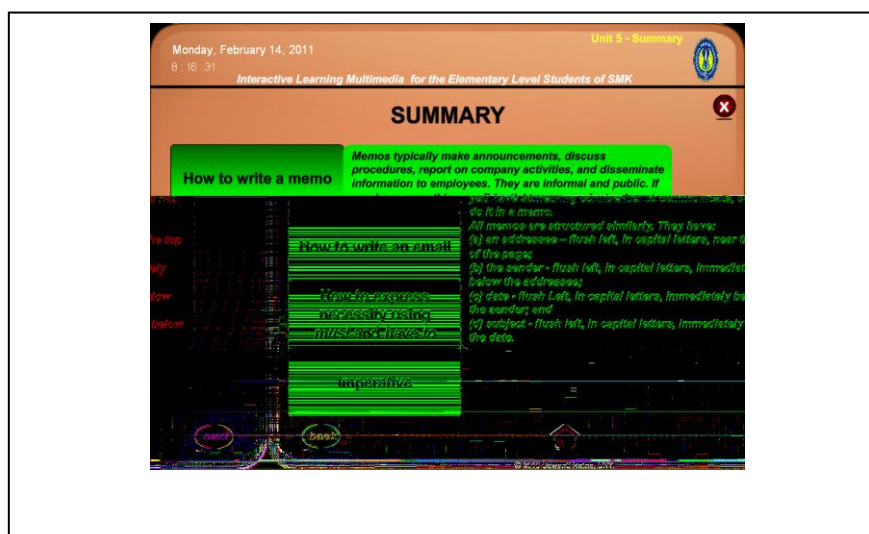


Figure 85: Summary of Unit 5

c. Semester review

1) Introduction

The last element of this multimedia is the semester review. It covers some exercises of the materials taught in semester 1. The questions are presented in the form of multiple choice questions. Figure 86 represents the introduction of semester review. It contains the manual in doing the review and also the box that can be filled by the name of the student.

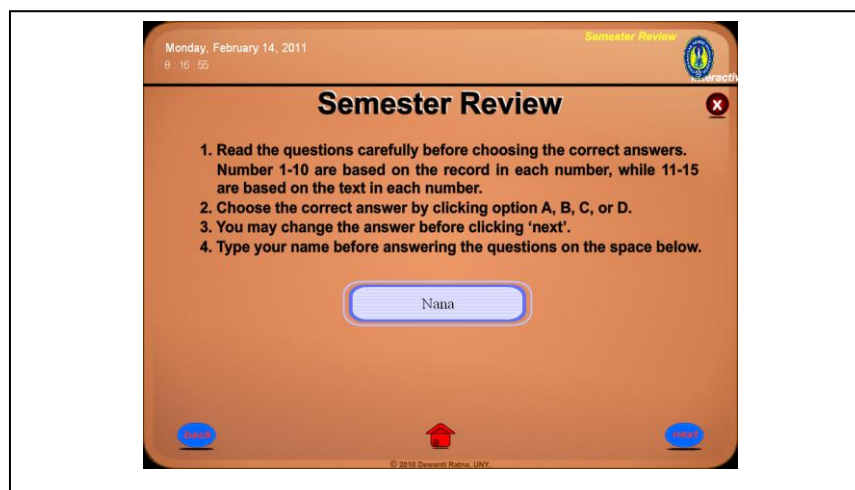


Figure 86: Semester Review Introduction

2) Exercise

Figure 87 represents one of the questions of semester review. There are 15 questions provided. The students cannot directly check the answer as it will be shown at the end of the review. It will also show the total score of the correct answer as presented in Figure 88.

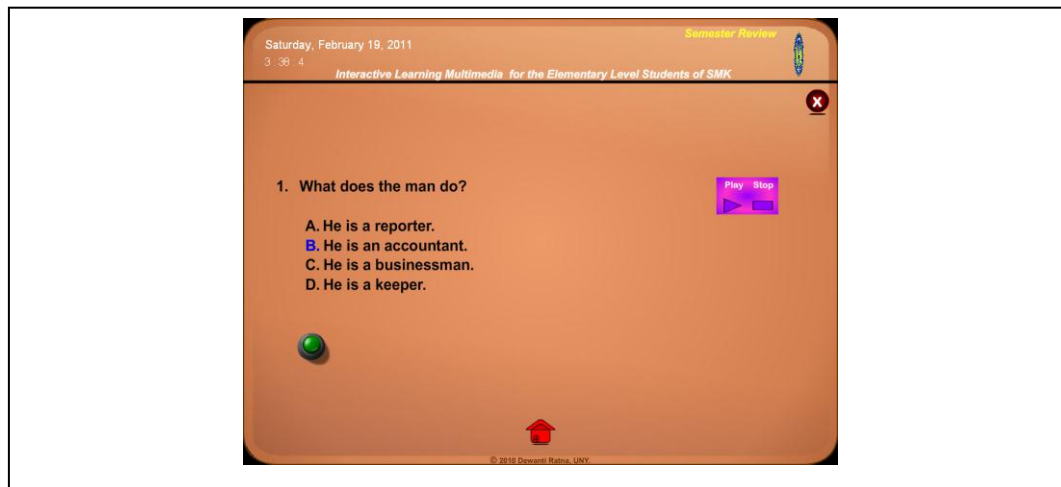


Figure 87: Semester Review Question

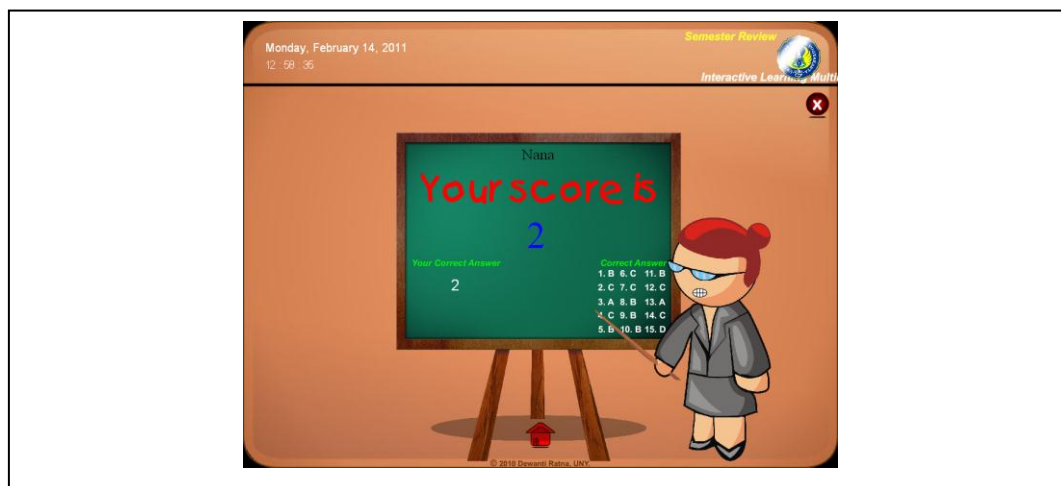


Figure 88: Semester Review Score

D. Beta Testing

This beta testing involved 36 students. This took approximately one and a half hours. The researcher explained the introduction including some navigation, standard competence, theme, kinds of task, and the media mapping before the students use the media. As it is a self learning multimedia, the researcher was not involved much when the students used the media as well as the English teacher. After the students used the media, questionnaires were then distributed.

The data were collected by using a questionnaire. There are 13 questions given to the students. The items of questionnaire were all criteria of a good interactive multimedia. The data are used to produce final draft of the interactive multimedia.

The questionnaire used 4 points of Likert scale in which 4 represents strongly agree, 3 represents agree, 2 represents disagree, and 1 represents strongly disagree.

The results are presented in Table 8.

Table 8: Beta Testing Questionnaire Result

No.	Item	Frequency			Mean	Category
		2	3	4		
1.	The terms used in this multimedia are easy to understand.	1	25	10	3.25	High
2.	The instruction used in this multimedia is easy to follow.	2	26	8	3.17	High
3.	The language and grammar used in this multimedia are easy to understand.	2	28	6	3.11	High
4.	The size of the letter is easy to read.	0	17	19	3.53	Very high
5.	The font is easy to read.	0	17	19	3.53	Very high
6.	The composition of the color is good.	1	21	14	3.36	High
7.	The composition of the animation color is good.	0	21	15	3.42	High
8.	The movement of the animation runs well.	0	22	14	3.39	High
9.	The audio in this multimedia is clear.	0	21	13	3.31	High
10.	The motion and the audio of the video in this multimedia are clear.	1	21	14	3.36	High
11.	The navigation of this multimedia is easy to follow.	3	23	10	3.19	High
12.	The feedback of the questions is presented well.	0	24	12	3.33	High
13.	These media increase students' motivation.	1	13	22	3.58	Very high

As mentioned in Chapter 3, Suharto (2006: 52-53) states that the range of the score can be used to create score conversion by dividing the range with the objected categories. The results of the questionnaires showed the lowest score was 2 and the highest score was 4, the conversion of the data in this research is:

$$\frac{X_h - X_l}{4} = R$$

$$\frac{4 - 2}{4} = 0,5$$

Table 9: Scoring Conversion

Range	Category
2 ≤ 2.50	Very low
2.50 ≤ 3.00	Low
3.00 ≤ 3.50	High
3.50 ≤ 4.00	Very high

Table 8 shows that the mean ranges from 3.11 to 3.58. It implies that most of students agreed to the interactive multimedia. As research and development study involves quantitative data and qualitative data, the results of the questionnaire are supported by the data taken from interviews.

1. The terms used in this multimedia

The questionnaire showed that the terms used in this multimedia were easy to understand. The mean is 3.25 which belongs to 'high' category. These

quantitative data are supported by the qualitative data from the interview as follows.

Reseacher : *Menurut adik, apakah istilah-istilah yang dipakai di media ini mudah dipahami?*

(Do you think that the terms used in the media are easy to understand?)

Student : *Hmm, kalau menurutku ku, karena Inggris gitu, bukan bahasa kita kan, jadi pasti ada yang asing, tapi itu hanya sebagian kecil saja miss. Kebanyakan ngerti miss, udah sering nemuin di buku-buku.*

(Hmm, I think, as English is not our native langugae, of course some of the terms used the media are new and strange. However, most of them are understandable as I often read them in other references).

2. The instruction used in this multimedia

The questionnaire showed that the instructions used in this multimedia were easy to follow. The mean is 3.17 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Reseacher : *Kalau perintah-perintahnya bisa dipahami tidak?*

(What about the instructions, are they easy to understand too?)

Student : *Mirip sama istilah-istilahnya sih Miss. Sebagian besar paham.*

(It's almost the same as the terms. The instructions are easy to understand).

3. The language and grammar used in this multimedia

The questionnaire showed that the language and grammar used in this multimedia are easy to understand. The mean is 3.11 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Reseacher: *Apakah bahasa dan tata bahasa pada media ini mudah dimengerti?*
(Are the language and grammar in the media easy to understand?)

Student : *Bisa Miss, asyik belajar pakai media kaya gini. Yang surat-menyurat tadi tu aku suka dan menurutku bakal membantu banget pelajaran di kelas.*

(Yes, Miss. It is very fun learning English using these media, particularly the reservation letter. I like it so much. I think it is really helpful.)

Researcher : Kalau itu dijadikan buat media pembelajaran sehari-hari di kelas gitu sesuai gak?

(Do you agree if these media are used in your daily learning task? Are they suitable?)

Student : O iya, bisa sekali Miss.

(Yes, of course Miss.)

4. The size of the letter

The questionnaire showed that the size of the letter was easy to read. The mean is 3.53 which belongs to 'very high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Terus dik, apakah ukuran hurufnya bisa terbaca dengan jelas?*

(What about the size of the letter? Are they readable?)

Student : *Jelas Miss, sangat terbaca.*

(Yes Miss, they are clear and really readable.)

5. The font of the letter

The questionnaire showed that the font was easy to read. The mean is 3.53 which belongs to 'very high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Terus dik, apakah jenis hurufnya bisa terbaca dengan baik?*

(So, what about the font of the letter?)

Student : *Sama sama ukurannya. Jelas-jenisnya, kayaknya itu jenis yang standar ya Miss.*

(The same as the size, they are clear. And I think they are standard fonts.)

6. The composition of the color

The questionnaire showed that the composition of the color was good. The mean is 3.36 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Pemilihan warnanya gimana dik?*

(How about the composition of the colour?)

Student : *Kalau sebagai siswa MM ni, warnanya bagus Miss, masuk semua. Gak mbosenin, gak norak juga. Kan ada tu yang asal comot warna jadinya malah meriah oey. Yang media ini serasi kok.*

(As a student of multimedia study program, I think, the composition of the color is good. Every color matched each other. It is not boring as I have ever found the media that used any color without considering the composition. Anyway, the media is good.)

7. The composition of the animation color

The questionnaire showed that the composition of the animation color was good.

The mean was 3.42 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Sekarang komposisi warna nya yang khusus melekat pada animasi nya dik. Menurut adik gimana?*

(Well, now let's talk about the animation color composition. What do you think about it?)

Student : *Sama Miss dengan warna pada umumnya, saya suka komposisinya. (The same as other color compositions, I like it.)*

8. The movement of the animation

The questionnaire showed that the movement of the animation ran well. The mean was 3.39 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher : *Pergerakan animasinya nih, gimana tadi?*

(What about the movement of the animation?)

Student : *Bagus Miss, yang bu guru nerangin simbol-simbolnya tadi bagus, lucu lagi.*

(That's cool Miss, especially when a teacher figure explains the symbols. It is good and funny.)

9. The audio in this multimedia

The questionnaire showed that the audio in this multimedia was clear. The mean was 3.31 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Audio, bunyi, suara yang ada di media ini gimana dik?*

(What about the audio or sound in these media?)

Student : *Bagus Miss, suaranya jelas Miss. Itu yang jadi daya tarik nya media ini, ada suaranya jadi kalo listening tu kita gak bingung cari kaset.*

(That's good Miss, the audio is clear. And it becomes an interesting aspect of these media. It makes us easy to find listening media.)

10. The motion and the audio of the video in this multimedia

The questionnaire showed that the motion and the audio of the video in this multimedia were clear. The mean was 3.36 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Nah, sekarang video nya ni?*

(Now, what do you think of the video?)

Student : *Sama Miss, menarik. Selama ini kan kita jarang pake media kaya gitu. Kalo di media nya Miss Nana kan misal dialog di kantor tempatnya benar-benar di kantor tu, menurutku lebih gampang pahamnya gitu, gak sebatas ngebayangin dialog di kantor tu kaya apa.*

(The same as other elements, Miss. Along this time, we seldom find the media like these. In these media, the videos were taken in the real situation, so that I can easily understand them.)

11. The navigation of this multimedia

The questionnaire showed that the navigation of this multimedia was easy to follow. The mean was 3.19 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Kalau tentang navigasinya gimana?*

(What about the navigation?)

Student : *Bagus Miss, gak ada yang macet. Ada bunyi curut curut nya juga, jadi kelihatan udah pindah atau belum, he he.*

(That's cool Miss, no one is annoying and can move easily. Moreover, it is completed with 'curut curut' sound, so that we can see that it has moved.)

12. The feedback of the questions

The questionnaire showed that the feedback of the questions was presented well.

The mean was 3.33 which belongs to 'high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Kalau setelah menjawab pertanyaan kan nada responnya tu. Menurut adik gimana?*

(If you answered the question, you will see the feedback. What do you think?)

Student : *Iya Miss, pas aku nyoba the media asik kok. Bukan hanya sebatas respon tapi juga ada suara nya 'jeng-jeng' kalo salah. Jadi belajar tu gak bosen, kaya nge-game aja gitu, he he. Kalau gak ada guru kan kita gak perlu susah-susah cari jawaban kalo udah responnya gitu.*

(Yes, Miss. When I try the media, that's cool, not only the response but also the 'jeng-jeng' sound when it is incorrect. So, the learning task is not boring, just like playing the game. Moreover, we can use it independently when the teacher cannot teach us.)

13. How the media increase students' motivation.

The questionnaire showed that the media increased students' motivation. The

mean was 3,58 which belongs to 'very high' category. These quantitative data are supported by the qualitative data from the interview as follows.

Researcher: *Kalau pake video ini, tambah semangat gak dik?*

(Are you motivated when using these media?)

Student : *Belajarnya jadi tambah semangat Miss.*

(Yes Miss. I become more motivated of course.)

E. Findings

The three main elements (text, graphic, and sound) were well involved. The use of video and animation was good to support the media as represented in Figures 88 and 89. The texts in this multimedia are never placed on a background that has a pattern or graphic. The text size is suitably presented in the media as it uses at least 12-point font size. The text color that matches to the background is also chosen. The combination of black and brown and white and green looks suitable.

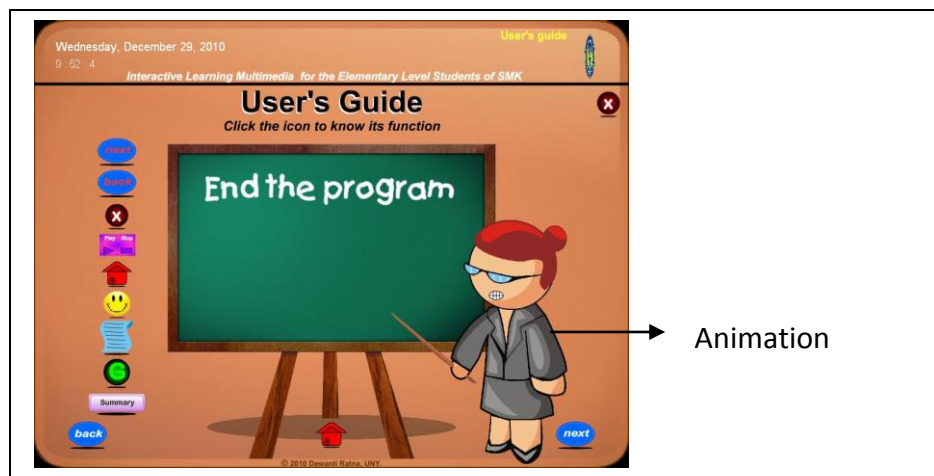


Figure 88: Text and Graphic Placement



Figure 89: Video Placement

Navigation in interactive multimedia becomes one of the important features. In relation to the function, navigation should work well in terms of position as well as the appearance. The navigations in these media were placed in the appropriate position and also had good appearance. They are consistently placed. The 'back' is placed on the left bottom side, the 'next' is placed on the right bottom side, the 'home' is placed at the centre bottom side, and the 'exit' is placed on the right top side. Those navigations are ordinarily used in such multimedia so the users are familiar with them as presented in Figure 90.

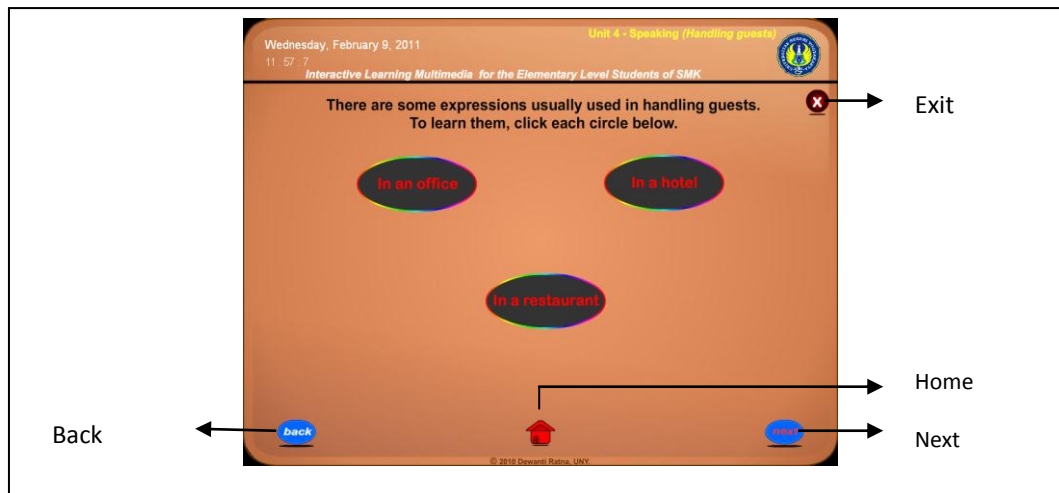


Figure 90: Navigation Placement

The composition of the color, frame background consistency, and the text color were good in this interactive multimedia. In this multimedia, the combination of less than seven dominating colors (brown, green, and yellow) also looks suitable as presented in Figure 91.

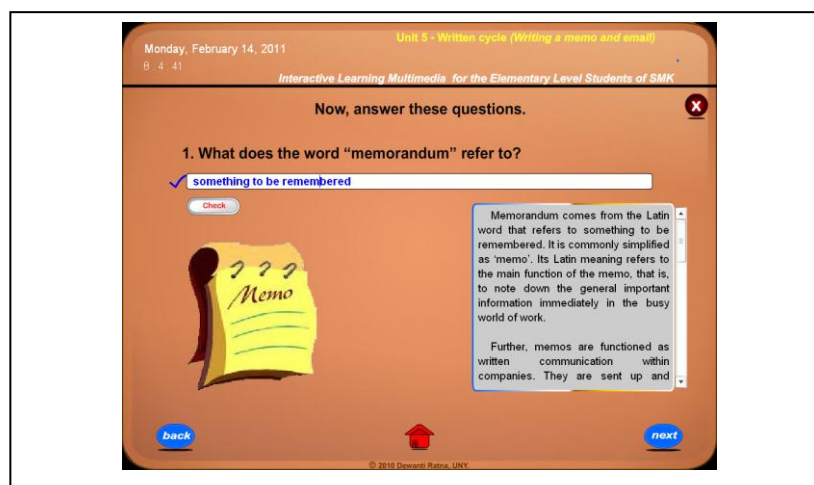


Figure 91: Color Composition

The audio has good quality for the audio is clear that the information could be well understood and moreover it is completed with play and stop buttons as presented in Figure 92.

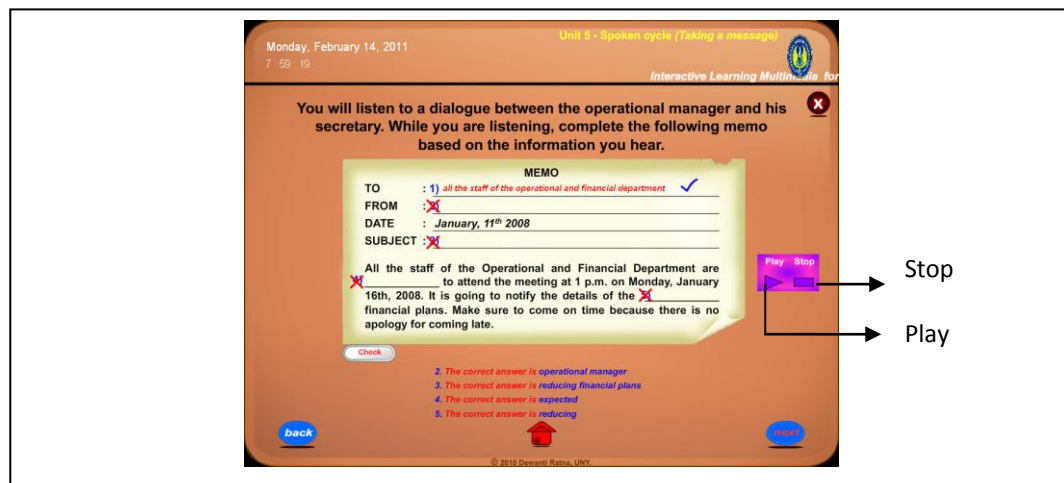


Figure 92: Audio Feature

In relation to the audio, the quality of visual features was validated by the multimedia expert. He said that they were very good visual features. Pictures and animations were well designed. In some frames, they could support the texts that followed them as presented in Figure 93.

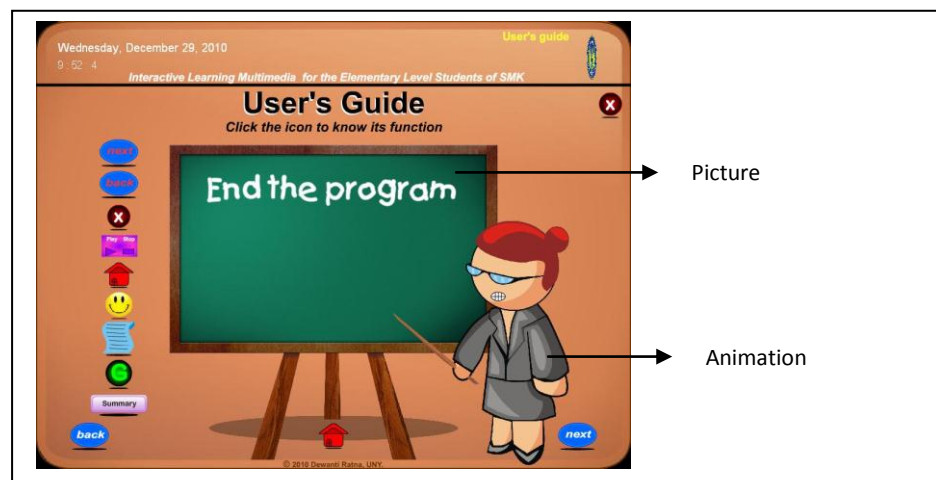


Figure 93: Picture and Animation Feature

The video in the interactive multimedia is good. The appearances were not blurred and completed with some buttons for volume control as well as pause as presented in Figure 94.



Figure 94: Video Feature

The materials in the interactive multimedia are well covered. It is developed based on the standard of competence 'communicating using English in the elementary level' and basic competence 'writing short and simple messages in the direct interaction as well as using media.

The languages used in the media are good. They are appropriate, the instructions are presented well, the choice of words is also appropriate and easy to understand by the users. The material arrangement is well arranged in that the materials are presented from the easier to more complicated ones. Moreover, the materials are presented consistently into some cycles. The accessibility of the media is good as the feedbacks are presented well and the users are given freedom to control the movement from one frame to another one.

From the findings, it indicates that the interactive multimedia is effective. Based on the data analysis, it can be concluded that the interactive multimedia is effective and suitable as a learning medium for the students of elementary levels of SMK in learning English. The revision is not required to do. Then, the interactive

multimedia was packaged into a CD. This was the final product of findings in this research.

- a. activities, verbs referring to processes with no inherent beginning or end point, for example play, walk, breathe
- b. tasks (in teaching) an activity which is designed to help achieve a particular learning goal. A number of dimensions of tasks influence their use in language teaching. These include:
 - goals – the kind of goals teachers and learners identify for a task
 - procedures – the operations or procedures learners use to complete a task
 - order – the location of a task within a sequence of other tasks
 - pacing – the amount of time that is spent on a task
 - product – the outcome or outcomes students produce, such as a set of questions, an essay, or a summary as the outcome of a reading task
 - learning strategy – the kind of strategy a student uses when completing a task
 - assessment – how success on the task will be determined
 - participation – whether the task is completed individually, with a partner, or with a group of other learners
 - resources – the materials and other resources used with a task
 - language – the language learners use in completing a task (e.g. the mother tongue or English, or the particular vocabulary, structures or functions the task requires the learners to use).

The concept of task is central to many theories of classroom teaching and learning, and the school curriculum is sometimes described as a collection of tasks. From this viewpoint, school work is defined by a core of basic tasks that recur across different subjects in the curriculum. The teacher's choice of tasks determines learning goals, how learning is to take place, and how the results of learning will be demonstrated. In second language teaching, the use of a variety of different kinds of tasks is said to make teaching more communicative (see COMMUNICATIVE APPROACH) since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

see TASK-BASED LANGUAGE TEACHING

- c. goal
 In
 (in TRADITIONAL GRAMMAR) a term used by some linguists to refer to the person or thing which is affected by the action expressed by the verb. For example, in the English sentence:
 Elizabeth smashed the vase.
 vase is the goal.
- d. objective n
 a goal of a course of instruction. Two different types of objectives may be distinguished.
 General objectives, or aims, are the underlying reasons for or purposes of a course of instruction. For example, the aims of the teaching of a foreign language in a particular country might be: to teach students to read and write a foreign language, to improve students' knowledge of a foreign culture, to teach conversation in a foreign language, etc. Aims are long-term goals, described in very general terms. Specific objectives (or simply objectives), are descriptions of what is to

be achieved in a course. They are more detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of instruction. This might be a single lesson, a chapter of a book, a term's work, etc. For instance, specific objectives of a classroom lesson might be: Use of the linking words and, but, however, although. These specific objectives contribute to the general objective of paragraph writing. A description of specific objectives in terms

e.

Allohumma sholli shollatan

kamilataw wa sallim salaman

Taman 'ala sayyidina Muhammadinilladzi tanhallu

Allahi tanhalu bihil 'uqod wa tanfariju bihil kurobu

Wa tuqdhobihil hawa ij wa tunna lu bihiro 'ib

wa husnul khowatim wa yustasqol ghomawu

biwaj hihil kariim wa 'ala aalihi washosbihi

fii kulli lamhati wwa hafasim bi'adadi

kulli ma'luu mi lla