

**A DESCRIPTIVE ANALYSIS OF USING THE SOFTWARE *TELL ME MORE* IN THE  
TEACHING OF ENGLISH AT SMP NEGERI 1 DEPOK IN THE ACADEMIC YEAR OF  
2009/2010**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of Sarjana Pendidikan

Degree in English Language Education



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A Thesis

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## Pernyataan

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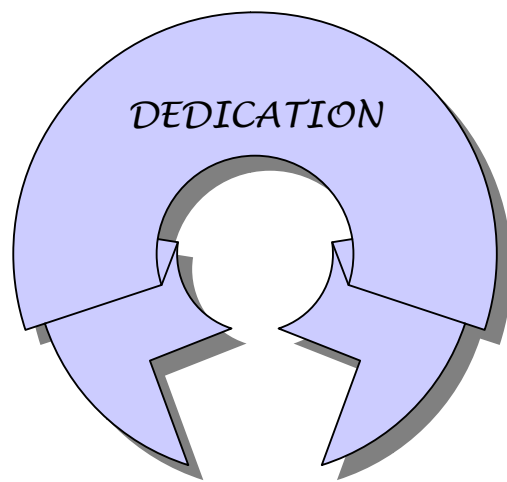
Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim

Apabila terbukti bahwa pernyataan saya ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta,

Yang membuat pernyataan

(Janno Widiansyah)



**I would like to dedicate this thesis to:**

- **My beloved mother and father**
- **My sister, Fitria widianingtyas**
- **My brother, Garda Widipratama**
- **My beloved friend, Ferina Haryono**
- **All of my family and my friends**

**For all their supports and advice**

*I Love You All!!!!*



## MOTTOS

*The most difficult thing in the world is to know how to do a thing and to watch somebody else do it wrong without comment.*

*~Author: T H White Famous Quotes*

*When you meet someone better than yourself, turn your thoughts to becoming his equal. When you meet someone not as good as you are, look within and examine your own self.*

*~Author: Confucius*

*The harder the conflict, the more glorious the triumph*

*(What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value.)*

*Truly, my prayer and my sacrifice, my life and my death, are (all) for Alloh, the cherisher of the world*

*(Al-An'am: 162)*

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Finally, I expect the work can give contribution, no matter how little it is, to the development of education in the future. I also realize that this thesis is still far from being perfect. Therefore, I welcome any criticisms and suggestions from readers.

Yogyakarta, 15<sup>th</sup> April 2011

The Writer

(Janno Widiansyah)

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**ABSTRACT**

This research is aimed at describing the software and describing the use of the software *Tell Me More* in the teaching of English for Junior High School students in the academic year of 2009/2010.

This research is descriptive qualitative research. The respondents of this research were the teachers and the students. The steps used in conducting this study were contents analysis, conducting an observation, distributing a questionnaire, doing an in-depth interview and taking some pictures to collect the data. The research instruments in this research were an observation sheet, an interview guide, and a questionnaire sheet. The data collected were forms of field notes, interview transcripts, score and documents. The qualitative data were analyzed qualitatively, while quantitative data were analyzed quantitatively. To ensure the validity of the data, the triangulation technique was used.

Based on the data analysis, the software *Tell Me More* is software that covers the material of listening, speaking, reading, and writing. The materials are appropriate with SK and KD of SMP in the second semester. The research findings show the following characteristics of the software *Tell Me More*: (1) The materials of the software are appropriate with the SK and KD and has different levels (2) The materials of software consist of the four skills material (listening, writing, speaking, and reading) (3) The benefits of using the software are students are able to improve their understanding, ideas, feeling, attitude, self-confidence, and they can improve their speaking ability by using the software (4) The discussion technique is the most dominant technique in supporting the use of software *Tell Me More*. In conclusion, this software can be used by the students as supplementary materials which are appropriate with the SK and KD.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

English in Indonesia is considered as a foreign language (EFL). It can be said that English is not used in daily conversation in the society. Basically, learning language is learning how to communicate in written and spoken forms.

Basically to master a language, there are two skills (receptive and productive) that should be learnt. The receptive skills are listening and reading, whereas the productive skills are speaking and writing skills. Indonesian students who use Indonesian in their daily life to communicate have difficulties to master English. Therefore, to master English, the students must have opportunities to practice it in the spoken or written form. They also must be aware of the specific rules of using English.

To improve the quality of the teaching-learning process, the government has developed a curriculum. The existence of a curriculum is important as guidance for the teacher. According to Holt, Rinehart and Winston (1981: 3), since education is an orderly and deliberate effort, curriculum is needed to guide this effort, so the need of curriculum in education cannot be avoided.



The government released a new curriculum called *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) in 2006. The English school curriculum focuses on the students' competencies.

The content of *KTSP* is based on the basic competencies (*kompetensi dasar*) and standards of competencies (*standar kompetensi*) which should be mastered by the students. The teacher is free to create a syllabus and materials based on the needs of the students. It means that the teacher must be more professional in order to facilitate the students in the teaching-learning process. This is in accordance with one of the duties of the teacher which is an organizer in the teaching-learning process. One of the most important roles that teachers have to perform is that of organizing students to do various activities. Harmer states (2002: 58),

The teacher as an organizer means that the teacher must give the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

Teachers should make active study in the classroom. It happens in the class if the students take part in the teaching-learning process enthusiastically. The *KTSP* curriculum gives the teacher freedom in selecting suitable media in the teaching-learning process.

The development of media started with text books, audio media (tape recorder), visual media (pictures), audio-visual media (video and movies) and the most recent one is multimedia. Multimedia is one of the results in technological development where audio-visual media are able to

be controlled to become interactive media in the teaching-learning process. Using computer programs or software in teaching and learning is one of the teachers' efforts to encourage students to be active in class.

The Indonesian government always tries to make education better by providing grants for schools. One of the grants is the software *Tell Me More*. SMP Negeri 1 Depok is one of the schools which received the grant. The software is a medium for the Indonesian students in mastering English. This software has been used in SMP Negeri 1 Depok for six years since 2006.

The software *Tell Me More* is an electronic medium which consists of a native speaker as the narrator, questions in the audio and written forms which must be answered by students either written and oral forms. A native speaker is a great model for the students in learning English, especially in listening and speaking. By answering the written questions, students can improve their reading skill, whereas answering audio questions in writing can improve their writing skill.

Considering that the software *Tell Me More* has been used as media in mastering English for a significant amount of time in SMP Negeri 1 Depok, the researcher is interested in analyzing the use of the software *Tell Me More* in SMP Negeri 1 Depok in the academic year of 2009/2010.

## **B. Identification of the Problems**

To master English, the students must master the four skills that include listening, speaking, reading and writing. These four skills have been accommodated in the software *Tell Me More*. However, the existence of the teacher in the teaching-learning process is necessary as the manager of learning (learning manager), mentor, motivator and evaluator.

In the teaching-learning process, the elements of curriculum, like teacher, students, techniques, methods, materials, and media cannot be separated. All elements are units that play important roles in determining the success of learning in general and particularly in learning English.

A medium is not only needed by the teacher but also by the students to support the successful teaching-learning process. It is not enough for the students to learn English without media because the result of the teaching-learning process which does not use media is not optimum. Therefore, to obtain an optimum result in mastering English, a medium is needed by the teacher.

There are some elements to achieve optimal learning outcomes:

### **1. The curriculum**

A curriculum is a set of subject matters provided by an educational institution which contains lesson plans that will be given to participants of the lesson within a single education period. Compilation of these subject matters is adapted to the conditions and capabilities of each educational level. The aim of a

curriculum is to make education reach its goal in the teaching-learning process. The newest curriculum is *KTSP*.

The contents of the *KTSP* are basic competencies and standards of competencies that must be mastered by students to get the recognition that these students are considered to have completed English skills at a certain level of education. Based on the *KTSP*, the teacher has to arrange the syllabus and materials to achieve the standards of competencies and basic competencies.

Thus, based on the curriculum the teacher makes the syllabus, which is an important guide for the teacher to make plans in the teaching-learning process. It is the basis for the teacher to arrange the materials which is appropriate to the aim of the teaching-learning process. Therefore, the problem in curriculum in the teaching learning process is that the curriculum which alyways changing, it make the teachers should learn the contents in order to achive the goal based on the recent curriculum.

## **2. The teacher**

The teacher has an important role to ensure that the teaching-learning process runs well. To be a teacher, someone has to have a formal qualification. It means that teaching is professional occupation. The characteristics of professional occupation are (a) supported by a particular knowledge gained from relevant educational institutions, and the job is based on that knowledge; and (b) a profession which

requires a certain expertise in specific areas according to the type of profession; the higher the education the higher the level of skills and expertise is.

Generally, the description of teacher as a professional has the primary duty to educate, teach, guide, direct, train, assess, and evaluate students. In the teaching-learning process teachers are expected to teach the four skills (listening, speaking, reading and writing) that must be mastered by the students. It means that the teacher has an important role in order to make the teaching-learning process run well. So, the problem of teacher is that the teacher should make the active class in the teaching learning process.

### **3. The students**

Students are members of the public who try to develop their potential through a learning process on the path of formal education and non-formal education, through different levels and types of education. There are three kinds of students: children, teenagers, and adults.

The age of junior high school students are between 13-15 years old. This age is in the transition of kids to adults, which is usually called as teenagers. Brown (2001: 92) states that the teens are in age of transition, confusion, self-consciousness, growing, and changing bodies and mind. In this condition, the students must concentrate on the materials given in the teaching-learning process. The utilization of

interactive media will make the students interested in the teaching-learning process. So, the problem of the students in junior high school level is the students difficult to focus on the teaching-learning process.

#### **4. Method**

Brown (2001: 14) states that a method as a whole plan for a systematic presentation of language based on the selected approach. Therefore, a method means a way which is used to implement the lesson plan in achieving the goal in the teaching-learning process.

There are several kinds of methods that have been introduced in the history of teaching and learning. They are Grammar Translation Methods, Direct Methods, Audio-Lingual Methods, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, Language Teaching Community, Content-Based Approach, Task-Based Approach, and Participatory Approaches.

The selection and the use of an effective method depends on the quality of the classrooms and availability of supporting infrastructure, and the characteristics and capabilities of teachers in implementing the learning method. To obtain the optimal outcomes, teachers usually use more than one method. The utilization of media in the teaching-learning process is to optimize the use of a selected method, because there are some methods that can be combined in a medium depending on the creativity of the teacher to improve the quality of teaching-learning process. So, in this case the problem is

that the most appropriate method should be selected by the teacher in the teaching-learning process.

## **5. Materials**

In the *KTSP*, the teacher has to arrange the materials based on the standards of competencies, basic competencies and indicators which are appropriate to the curriculum. The existence of materials which are made by the teacher can be used to provide appropriate teaching materials which are suitable with the needs of the students in the curriculum and contextual based on the characteristics and the environment of the students. The purpose of contextual materials is not only to help the students gaining alternative materials besides textbooks, but also to help the teachers to make it easier to transfer knowledge. So, the most appropriate materials should be selected based on the curriculum and the needs of the students.

## **6. The media (teaching aid)**

In education, a medium is very helpful for teachers and students in the teaching-learning process. It also has an important role in achieving good result in the teaching-learning process. James (2005: 9) explains

A medium (plural, media) is a means of communication and source of information. Derived from the Latin word meaning “between,” the term refers to anything that can carry information between a source and receiver. In education, education media can be defined as any form of intermediary that is used to convey instructional messages in the teaching learning process.

Kempt and Dayton (1985: 3) states that the benefits of using media in the teaching-learning process are:

(a) the delivery of the material is more standard; (b) the teaching-learning process becomes attractive; (c) the teaching-learning process becomes more interactive; (d) shortens the time; (e) the teaching-learning process can be given anywhere and anytime; (f) the students are more enthusiastic in the teaching-learning process; (g) the character of the teacher is more positive; and (h) the quality of the teaching-learning process improves.

Therefore, the use of the media is very helpful in the teaching-learning process.

There are 3 kinds of media, i.e., audio media, visual media and audio-visual media. The development of technology gives many benefits in every aspect of life. One of these benefits is the development of computer programs.

The innovations of software are really helpful in the education world. Dominic and McAlister (1980: 116) say that a computer program is a set of instructions in the form of numeric codes that is put into the computer's memory in order to direct its operation.

One of the computer programs (software) is the software *Tell Me More*. It is educational software produced by Auralog Production. The software *Tell Me More* is language educational software. This software has been used by SMP Negeri 1 Depok for six years, as a grant from the government in order to improve the English teaching-learning process. This electronic medium belongs to multimedia



which has a lot of pictures, text, sound, and animation, and can also be used as interactive media.

In SMP Negeri 1 Depok, the students are interested in the teaching-learning English. Therefore, the need of interactive media is much needed. The purposes of interactive media are to make the students focus and interest to the materials. The use of the software *Tell Me More* in the teaching-learning process of English has some benefits in the students achievements like improving their self confidence and improving listening, speaking, reading and writing skills.

Teachers use the software *Tell Me More* to make students more interested in learning English. Students are more focused on the material by using software *Tell Me More*. This software covers four skills, which are listening, speaking, reading and writing.

### **C. Delimitation of the Problems**

There are several factors in mastering English that should be covered, which are the curriculum, teachers, students, methods, materials and media. The existence of a professional teacher has a great influence to the result of the teaching-learning process. The teacher must prepare the materials which are in accordance to the curriculum, and based on the needs of the students, the teacher must prepare and select the best media to get an optimum result.

This study is limited to the software *Tell Me More* as the media based on two reasons. The first reason is because media are helpful for the students to make them more focus and facilitates better understanding of the materials being taught.

The existence of media is very important to develop students' English skills. The second reason is the limitation of time and funds. Therefore, this research focuses on the use of the software *Tell Me More* in SMP Negeri 1 Depok in the academic year of 2009/2010 is used in the school.

#### **D. Formulation of the Problems**

Based on the background, identification, and limitation of the problems, the researcher formulates the problems as follows:

1. What is the software *Tell Me More* like?
2. How is the software *Tell Me More* used in SMP Negeri 1 Depok?

#### **E. The Objective of the Research**

In line with the formulation of the problems, the objectives of the study are:

1. To describe the software *Tell Me More*.
2. To analyze the use of the software *Tell Me More* in SMP Negeri 1 Depok for the second grade students.

## **F. Significance of the Research**

The researcher expects the benefits achieved from this study to be theoretical and practical.

### 1. Theoretical benefits

- a. The findings of this study could be a reference for others who have the same interest in the same field.
- b. The findings of this study could be used as an input by those who are concerned with the use of the software *Tell Me More*.

### 2. Practical benefit

The study is expected to be beneficial for English teachers to understand how media such as software *Tell Me More* ideally provided. Therefore, the quality of the English teaching-learning process in the classroom will be better.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Literature Review**

##### **1. English as a Foreign Language (EFL)**

There are so many references about the definition of a language. Language is everyone's key to communicate to each other. Language is also an important key to students' success in learning other subjects or lessons in their school. By using the language, students can express their ideas and thoughts some subject matters or lessons.

Brown (2000: 5) states that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Brown extends the definition of language, they are:

- a. Language is systematic
- b. Language is set of arbitrary symbols
- c. Those symbols are primarily vocal, but maybe visual.
- d. The symbols have conventionalized meanings to which they refer.
- e. Language is used for communication.
- f. Language operates in speech community or culture.
- g. Language is essentially human, although possibly not limited to humans.
- h. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

The English language is one of the foreign languages which is used by a lot of countries as their foreign language. Brown (2001: 3)

states that English as a foreign language always refers specifically to English taught in countries (such as Egypt, Japan, and Venezuela) where English is not a major language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or an occasional tourist, but efforts must be made to create such opportunities.

Indonesia is one of the countries that use English as a foreign language. Considering that English is an international language, the Indonesian government tries to make the citizens able to communicate with each other by using English. It has long been the government's policy to make the English language as a compulsory subject in secondary education. Along with the demands in the era of globalization, the English language curriculum is from the fourth grade in elementary schools classes as a local-content subject.

**a. Teaching English as Foreign Language (TEFL)**

Madya (2000: 1) states that TEFL means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and/or daily communication. English is not used in the daily activity like *Bahasa Indonesia*. However in the globalization era, to master a foreign language is greatly needed to stimulate the growth of free trade and better cooperation between countries.

Meanwhile, Brown (1987: 136) explains that teaching English as a Foreign Language (TEFL) is teaching a non-native language in one's own culture with few immediate and widespread opportunities to use the language within the environment of one's own culture.

## **b. Language teaching and learning**

### **1) Language teaching**

Corder (1973: 224) states that language teaching normally starts after the learner has already achieved command of the 'formation rules' or code of his mother tongue or, in other words, after he has in most cases learned to read and write in his mother tongue. In relation with the materials to teach, he further explains, "we need only to teach him what he does not yet know of what he needs to know".

Brown (1987: 7) defines "teaching as guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning." This definition implies that a teacher has a big role in setting the condition for learning, motivating the students in order to learn, facilitating the learning process, and finally guiding the students in the learning process.

Meanwhile, Widdowson in Brumfit and Johnson (1979: 20) state that in teaching a language, one has continually to make compromise and to adjust one's approach to the requirements of the students of the teaching situation. It would be wrong to be dogmatic. From the experts' definitions of teaching above, it can be drawn that teaching is a systemic activity of an environment consisting of educators and students to interact with each other in doing an activity so that there is a process of learning and teaching objectives are achieved.

## **2) Language learning**

According to Brown (2000: 7), "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction." Teaching cannot be defined apart from learning. Brown (2000: 7) gives more definitions of learning as follows:

- (a) Learning is acquisition or "getting".
- (b) Learning is retention of information or skill.
- (c) Retention implies storage systems, memory, cognitive organization.
- (d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- (e) Learning is relatively permanent but subject to forgetting.
- (f) Learning involves some forms of practice, perhaps reinforced practice.
- (g) Learning is a chain in behavior.

The goal of English learning in junior high schools is to develop student's communicative competencies in written and spoken forms (BSNP: 2006). The communicative competence model for junior high schools in Indonesia is based on the Celce-Murcia model. The main competence in the Celce-Murcia model is Discourse Competence. It means that if students can communicate in spoken or written forms, then the students can involve themselves in discourse. To achieve the discourse competence, students must have supporting competencies like actional competence, linguistic competence, sociocultural competence, and strategic competence. The figure of the model is shown in Figure 2.1 :

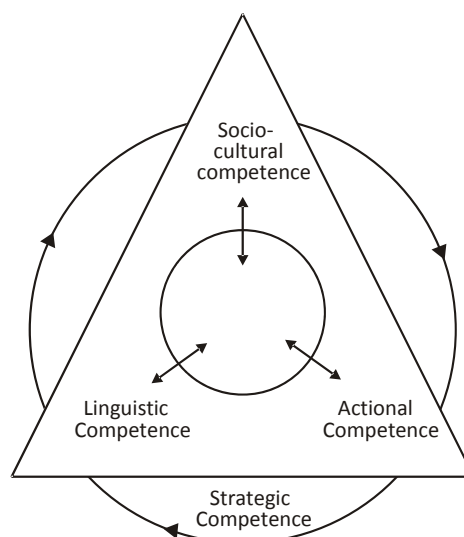


Figure 2.1 : **Communicative competence Celce-Murcia model (Agustien, 2004)**



Each supporting competence is explained below:

- a) Actional competence is the student's competence when he/she uses language in the spoken or written form. When students are doing conversation in their daily life, write a poem or any other way to express themselves, it means that the students are applying their actional competence.
- b) Language competence is the linguistic knowledge which is ready for use when it is needed. For example: if someone says "I study English", it will be different from "I studied English". Although there is no time signal in the two sentences, they are clearly different.
- c) Socio cultural competence is the competence based on the use of language culture. For example, students can be said that they have this competence if they can use the vocabulary *sir*, *madam*, *guys*, and *friend*. The selections of the vocabularies above are based on age, gender, position, social status, social relationship, and so on.
- d) Strategic competence is the competence to conduct communication as well as keeping the communication flow although many difficulties exist.

From the definitions above, it can be concluded that learning is a whole activity which is done consciously by someone and cause changes in the form of the experience and

the skills based on the four senses and his/her experience. Therefore, if there is not a positive change in the behavior of the students, it means that the student does not learn a new skill and experience or that the student has failed in the learning process.

### **3) Learning process**

According to Brown (1987: 78-79) learning process is the characteristics of every human being. He says that in the process of learning and retention, human beings usually use principles of transfer. Meanwhile, learning styles are those general characteristics of intellectual functioning (and personality type as well) that pertain someone as an individual, that differentiate him/her from someone else.

Learning is a process of interaction with students and teachers to learn the source of learning in an environment. Learning is an educational assistance which is given by the teacher in order to transfer the knowledge, mastery of skills and inclinations, and the formation of attitudes and beliefs on students. In other words, learning is a process to help students to learn well. The teaching-learning process is experienced by human beings in their life, and can be applied at anytime and anywhere. Learning has a similar understanding of teaching, despite having different

connotations. In the context of education, teachers teach in order to make the students can learn and master the content of lessons, to achieve the specified objective (cognitive aspect), to affect the change of attitude (affective aspect), and to improve students' skills (psychomotor aspects). Meanwhile, learning also implies the existence of interaction between teachers and students.

There are 3 (three) important factors determining the optimal learning, these are:

- a) The curriculum, which includes learning objectives, indicators, teaching materials, basic competencies and standards of competencies.
- b) Teacher, who is capable of arranging teaching materials, controlling of learning methodologies, able to use the media properly, and able to evaluate the results of the teaching-learning process.
- c) Students, who are ready to receive the learning material, learning infrastructures, classroom furniture, laboratory equipment and supporting media.

## 2. Curriculum

### a. Definition of curriculum

There are some experts who have different definition of curriculum. A curriculum is a set of plan and roles about goal, content, and materials and also the way in which it is used as guidance in the teaching-learning process in order to reach a specific goal (BSNP, 2006: 5). According to Blenkin *et.al* (1992: 23), a curriculum is a body of knowledge-content and/or subjects. Education in this sense is the process by which these are transmitted or 'delivered' to students by the most effective methods that can be devised. A curriculum is a particular form of specification about the practice of teaching. It is not a package of materials or syllabus to be covered. It is a way of translating any educational idea into a hypothesis testable in practice. It invites critical testing rather than acceptance (Stenhouse, 1975: 142). Meanwhile, Kelly (2002: 70) in Jack A. Richard states that the curriculum is the overall rationale for the educational program of institution.

From the explanation above, it can be concluded that a curriculum is a set of overall plan which contains aims and material in the teaching-learning process.

**b. The development of curriculum**

A lot of curricula replaced another by the government. This policy is used to make the teaching-learning process better. Since 1945, the curriculum in Indonesia has changed eight times. The changes of the curriculum occurred in 1947 and 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the last was in 2006. This changing is the logic consequence of the changing systems of politics, culture, and economy in the civilization. A curriculum as the dynamic instrument in planning the education system depends on the needs and the changes of the civilization. The changing of all curriculums is based on the *Pancasila* and *UUD 45*.

The first curriculum was Curriculum 1945. This curriculum was in the beginning of the independent era. This curriculum known as *Leer Plan* (Netherlands), meaning lesson plan. This changing was from the political issue, where the Netherlanders were involved. The contents of Curriculum 1947 consist of two major things: the subject matters and the study hour in the teaching-learning process. The aim of this curriculum was to decrease sciences (for math, science, etc.) in education and was focused on civilization in this country. The subject matters in this curriculum were related to what happened in the daily life, especially in the arts and sports.

After Curriculum 1947, the curriculum changed in 1952. Curriculum 1952 was called as the *Terurai 1952* lesson plan. In this curriculum, one teacher taught one subject matter in order to make the teaching-learning process more effective.

At the end of Sukarno era, Curriculum 1952 changed into 1964 curriculum. This curriculum focused on *PANCAWARDANA*, they are *cipta, rasa, karsa* (*think, feel, and will*). The subject matters are classified into four groups, namely morals, intelligences, emotions (skill), and sports. In the elementary schools, the education systems were focused on the science and functional activities.

In 1968, Curriculum 1964 had been changed because of politics and it was known as the product of the old era. The purpose of this curriculum was to make the people be truly *Pancasila* followers. This curriculum focused on the organization of subject matters. The subject matters were *Pancasila*, basic knowledge, and special skills.

Curriculum 1975 focused on how the education became more practical and efficient. In this curriculum, the teachers should write the detail of the teaching. As the result, this curriculum made the teacher not focus on the teaching process but on writing the detail of the teaching process.

Curriculum 1984 used process skill approach. Although this curriculum used skill process approach, the purpose was the important factor. This curriculum was called *Kurikulum 75 Yang Disempurnakan or CBSA (Cara Belajar Siswa Aktif)*. The position of the students was the subject in the teaching-learning process. In this curriculum, there was so much development in the teaching-learning process. However, a lot of schools were not able to use *CBSA* because the teachers thought that it would make the situation in the class became more crowded.

In 1994, the changing of curriculum was an effort to combine all of the curricula. The soul of this curriculum was the combination of the different approaches of Curriculum 1975 and Curriculum 1984. A lot of parents thought that in this curriculum the students had difficulties in the teaching-learning process. Therefore, Curriculum 1994 changed to Curriculum 1998. This curriculum was the same as Curriculum 1994, but this curriculum was more focused on the content and the revised material of Curriculum 1994.

In 2004, the government developed a new curriculum called *KBK (Kurikulum Berbasis Kompetensi/Competence-Based Curriculum)*. Every lesson should be detail based on the competencies that should be achieved by the students. Unfortunately, the test (*UAN*) did not review all of the

competencies in this curriculum comprehensively. The implementations of *KBK* make the teachers confused in the teaching-learning process because they should achieve all of the competencies of the curriculum in limited time.

In 2006, the government released a new curriculum to make the teaching-learning process better. This curriculum is called *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. *KTSP* consists of unit-level educational objectives of education, curriculum structure and unit-level education, education calendar and syllabus (BSNP, 2006: 5). The principles of this curriculum are:

- 1) Focused on the competencies of the students in groups and individually,
- 2) Oriented on the learning outcomes,
- 3) Using more various methods and approaches,
- 4) The teacher and other educative sources as the sources of the study,
- 5) Focused on the process and the result of the assessment in order to achieve the competencies.

The contents of this curriculum are very complex. This curriculum is student-centered approach. It means the students as the subject of the teaching-learning process where they are as the center of the changes in curriculum. In this curriculum, the teacher



should have more variations and approaches in order to make the students interesting on the study.

*KTSP* consists of *Standar Isi (SI)* and *Standar Kelulusan (SKL)*. The implementation of the *Standar Isi* is independent. It means that each an educational unit may develop the curriculum based on own regional characteristics, potential area, social and culture, and the characteristics of the students.

*KTSP* demands teachers to be creative in analyzing *Standar Isi*, which consists of *Standar Kompetensi (SK/Standard of Competencies)* and *Kompetensi Dasar (KD/Basic Competencies)* into the syllabus, the teaching learning process, extracurricular, and the other curriculum components.

In this research, the researcher took second grade students of SMP Negeri 1 Depok as the object of the research. The *SK (Standar Kompetensi)* of the second grade of junior high schools students were mentioned in the table 2.1:

Table 2.1 : **Standard Competencies of Second Grade Students of SMP Negeri 1 Depok**

<b>Skills</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Listening</b>	<ol style="list-style-type: none"> <li>1. Understanding the meaning of short transactional and interpersonal dialogue to interact in the certain situation.</li> <li>2. Understanding the meaning of short functional monolog/dialog texts to interact in the certain situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding the meaning of short transactional and interpersonal to interact in the certain situation.</li> <li>2. Understanding the meaning of short functional texts and short monolog in descriptive and procedure to interact in certain situation.</li> </ol>
<b>Speaking</b>	<ol style="list-style-type: none"> <li>1. Expressing the meaning of short functional and interpersonal dialogue</li> </ol>	<ol style="list-style-type: none"> <li>1. Expressing the meaning of short transactional and interpersonal dialog</li> </ol>

	to interact in the certain situation. 2. Expressing the meaning of short functional monolog/dialog texts in the certain situation.	to interact in the certain situation. 2. Expressing the meaning of functional spoken texts and short monolog in descriptive and procedure to interact in certain situation.
<b>Reading</b>	1. Understanding the meaning of short written functional texts related to certain situation.	1. Understanding the meaning of functional texts and short monolog in descriptive and procedure to interact in the certain situation. 2. Understanding the meaning of functional written texts and short essay in the descriptive and procedure related to certain situation.
<b>Writing</b>	1. Expressing the meaning in the short written functional text to interact in the certain situation.	1. Expressing the meaning in the short functional written texts and short essay in the descriptive and procedure to interact in the certain situation.

### 3. Learner

#### a. Definition of learners

A learner plays some roles in the teaching-learning process. Breen and Candlin in Richards (1985: 22) state that the learner plays a role as a negotiator (between the learners, the learning process, and the object of learning) that emerges from and interacts with the role of joint negotiator within the classroom procedures and activities which the group undertakes."Playing this role, the learner should contribute as much as he gains and thereby learns in an interdependent way.

Similarly, Nunan (1989: 80) explains the roles of a learner as follows:

- 1) The learner is the passive recipient of outside stimuli;

- 2) The learner is an interactor and negotiator who is capable of giving as well as taking;
- 3) The learner is a listener and performer who has little control over the content of learning;
- 4) The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning process;
- 5) Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn.

From the statement above about the learner, it can be concluded that the learner has an important role in the teaching-learning process.

#### **b. Learner Types**

The learner has different levels of understanding based on their age. The age of the learner is a major factor to decide about how and what to teach. Learners of different ages have different needs, competencies, and cognitive skills. There are three kinds of learner based on their age:

##### **1) Children**

Harmer (2001: 38) states that children is especially those up to the ages of nine or ten, learn differently from the older, adolescent, and adults in the following ways:

- a) They respond to meaning even if they do not understand individual words.
- b) They often learn indirectly rather than directly- that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topics.
- c) Their understanding comes not just from explanation, but also from what they hear and see and, crucially, have a chance to touch and interact with.
- d) They generally display an enthusiasm for learning and curiosity about the world around them.
- e) They have a need for individual attention and approval from the teacher.
- f) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- g) They have limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Children love discovering things, and they respond well to being asked to use their imagination, for example in puzzle-like activities, in making things, in drawing things in games, in physical movement, or in songs. Therefore, in teaching children the teachers need to be aware to make the children interested in the teaching-learning process.

## **2) Adolescent (Teenager)**

The adolescent or teenage learner is different from children learner. Harmer (2001: 39) states that the adolescent learner can cause discipline problems. It is usually the case that they would be much happier if such problem did not exist. They may push the teacher to the limit. However, they are much happier if that challenge is met, if the teacher actually

manages to control them, and if this is done is a supportive and constructive way so he or she 'helps rather than shouts'.

### **3) Adult**

Harmer (2001: 39) states that adult learners are notable for a number of special characteristics:

- a) They can engage with the abstract thought.
- b) They have a whole range of life experiences to draw on.
- c) They have expectations about the learning process, and may already have their own set pattern of learning.
- d) Adults tend, on the whole, to be more discipline than some teenagers, and crucially, they are often prepared to struggle on despite boredom.
- e) They come into classroom with a rich range of experience which allows teachers to use a wide range of activities with them.
- f) Unlike children and teenagers, they often have clear understanding of why they are learning and what they want to get out.

#### **c. The characteristics of junior high school students**

In this research, the researcher takes an adolescent or teenage learner as the subject of his research, especially the learner in the junior high school. The junior high school students are in puberty. At this stage, the influence of peer group, environment, and family have a big effect in their personality. The cognitive, psychomotor, and affective aspects also develop rapidly in the puberty.

### **1) The development of the cognitive aspect**

Piaget in Agustien (2006: 6) says, “junior high school period is in the formal operational period. It means that learning will be meaningful if the material they learned are suitable with student’s interest.”

English learning will be successful if the material is appropriate for the students. The software ‘Tell Me More’ provides various simulations in learning the English language.

Gardner in Agustien (2006: 6) says, “There are seven intelligence enlargements in this era, they are called Multiple Intelligences. They are: linguistic intelligence, mathematic intelligence, musical intelligence, spatial intelligence, kinesthetic intelligence, intra-personal intelligence, inter-personal intelligence.”

### **2) The development of the psychomotor aspect**

According to Agustien, (2006: 7), one of the important aspects we should know is the psychomotor aspect. The development of this aspect is in stages. There are three stages of the psychomotor development as follows:

- a) Cognitive stage. It is showed by the awkward and slow movement. In this stage, students often make mistakes and it makes them frustrated.
- b) Associative stage. It is showed by the new associative movement and the previous movement. This stage is in the middle associative psychomotor development. The

movement in this stage is an automatic movement. The time consumption in this stage is shorter than in the cognitive stage and the movement is not awkward anymore.

- c) Autonomous stage. In this stage students do not need the instructors to do the movement. In this stage the movement is done spontaneously.

### **3) The development of affective aspect**

Bloom (2000: 143-144) says that in the Bloom taxonomy, there are five definitions of affective domain. These are:

- a) Knowing the situation, phenomenon, society, and surrounding object.
- b) Be responsive to the stimulus around.
- c) Be able to appraise.
- d) Starting to organize values in the system, and determining the relationship of the values, and
- e) Starting to have characteristics and recognizing these characteristics in values.

The comprehension of their response, belief and appreciation are the important things in the theory of second language acquisition.

#### **4. Media**

##### **a. Definition of media**

The development of technology gives us many benefits in our live. One of the benefits is the existence of the media. The purpose of media is to facilitate the teaching-learning process. James (2005: 9) explains that the medium (plural, media) is a means of communication and source of information. Derived from the Latin word meaning “between”, the term refers to anything that carries information between the source and receiver.

##### **b. Kinds of media**

The use of media gives benefit in every aspect of life, especially in the world of education. The technology has an important role in the development of media. There are 3 primary media in the education; there are audio, visual and audio visual media. However, according to James (2005: 9), there are six basic types of media as follows:

- 1) Text  
Text is alphanumeric character that may display in any format (book, poster, chalkboard, computer screen, etc.).
- 2) Audio  
Audio includes anything you can hear (a person voice, music, mechanical sounds, etc.).
- 3) Visual  
Visual are regularly used to promote learning. They include on a poster, drawing on chalkboard, photograph and so on.



- 4) Motion media or visual media  
These are media that show motion, including videotape, animation and so on.
- 5) Manipulative media  
Manipulative are three dimensional and can be touched and handled by the students.
- 6) People  
These may be teacher, students or subject-matters experts.

### c. Development of Media

The development of technology gives much benefit in every aspect of life. It makes the development of educational media becomes increase. Besides, the development of technology makes the teacher easy to create attractive activities in the teaching-learning process.

Brown (2001: 143) states: “Technology may have first entered the language classroom in the 1950 and 1960s in the form of the language laboratory and the advent of the language lab brought promises of great breakthrough in language teaching: technology would come to the rescue of less than totally effective language...”

In this globalization era, the development of media is very rapid.

Philip (2004: 2) states: “It as a convenient way of referring to all forms of technology that are utilized to create, store, exchange, and use information in its various. As far as language teaching and learning process is concerned, he believes that if we can come to appreciate why it is important to use IT. ”

The word of IT (Informational Technology) is interrelated with computer. The computer is a part of IT. The existence of the computer as an education tool in the teaching and learning process

is very helpful. CALL (Computer Assisted Language Learning) is the acronym most commonly used by English teachers who use computers as part of a language course. Philip (2004: 36) states that CALL is an educational medium with considerable potential. The essential hardware and software for a serious language application is already available.

Computer program or software may be categorized along functional lines: system software and application software. And many computer programs may run simultaneously on a single computer, a process known as multitasking.

System software is software that basically allows the parts of a computer to work together. Without the system software the computer cannot operate as a single unit. System software helps use the operating system and computer system. The purpose of systems software is to insulate the applications programmer as much as possible from the details of the particular computer complex being used, especially memory and other hardware features, and such accessory devices as communications, printers, readers, displays, keyboards, etc.

In contrast to system software, software that allows you to do things like create text documents, play games, listen to music, or surf the web are called application software. In the educational world, the use of computer is very helpful.

By using computer, some media can be combined into one medium. A combination of some media into a medium called as Multimedia. Multimedia is recent media that can be an interactive media. One of multimedia is the software 'Tell Me More'.

## **5. The Software 'Tell Me More'**

### **a. Description of software 'Tell Me More'**

Software 'Tell Me More' is Europe's best selling language software, used by major schools, universities and corporations. 'Tell Me More' is a complete learning solution, with 200 hours of material per level, video and sound, and state-of-the-art speech recognition. 'Tell Me More' speech recognition technology recognizes what the user says, assesses user pronunciation, and corrects any mistakes. This software uses a native speaker as the speaker.

'The software 'Tell Me More' is available in three levels. Level one is the beginner level. This basic level makes the students understand about simple conversation. Level two is the intermediate level. Level two is the level where the student is able to communicate easily in English language. Level three is the advance level. This level has perfect commands of the language and the students are able to communicate easily in daily situation (<http://www.multilingual.com/aura-tell.html>).

Sewell in Syaad (2007) states that there are four learning models usually used in software, they are:

1) Tutorial model

This model is designed as a tutor for the learner. It means that the model is presented in a dialogue format. The contents of the tutorial model are the concepts, explanation, formulations, principles, definitions, idioms and exercises. This model not only presents about the material contents, but also contains some questions about the material. The main purpose of the tutorial model is to provide the support of the teaching-learning process with the text book or lectures.

2) Drill and practice model

The drill model is the fastest technique to improve the knowledge of the student. The benefit of using this model is that the learner can get the feedback or the response without waiting for the teacher to access the exercises. In addition, student obtained feedback immediately without waiting until they make many mistakes.

3) Simulation model

The simulation model is the description or a model of some events, objects or some phenomena which are simplified including important elements. The simulation model can also

be used to drill the skills. The benefit is giving the learner a strength memory.

#### 4) Problem solving model

Generally, the problem solving model is almost the same as the simulation model because the students are placed in the situation where they can manipulate the result of manipulation. However, the simulation model gives the model of real situation and objects. Meanwhile, the problem solving model is a general category, including all models which are designed to teach the strategy of problem solving.

From the explanation above, the software 'Tell Me More' can be categorized as the tutorial, drill and practice, and simulation models. By using the software 'Tell Me More', students can get the explanation about the material. The software 'Tell Me More' also provide drill and practice where the students can get the feedback of their exercises without waiting for the teacher to correct them. The students also get a simulation model in which they are able to simulate their voice. In conclusion, that the software 'Tell Me More' is a very complex model which covers three learning models.

There are some research that had been done by some researchers about the use of computer. In the reading skill, the research of it had been done by Kang-Mi Ling (2006). He found

that the use of computer for EFL students in *CALL*-based English class perceived their learning environment, offered ample opportunities for collaboration and mutual support, as well as for exposure to, and interaction with, a variety of interesting, enjoyable and useful materials and tasks. The research was done by Kang-Mi Ling is same as the research of Lee, Chung-ping; Shen, Chung-wei; Lee, Doris (2008). In their research, they found that the use of multimedia is better than other existing media.

There are four skills that must be covered in mastering language. They are listening, speaking, reading and writing skills. The research of using the software 'Tell Me More' in the speaking skill was done by Borhan (2008). She found that 'Tell Me More' is able to help students to enhance their English speaking skill. However in describing software, Smaldino (2005: 126) says there are four factors which should be considered in software. They are contents, format, design and completeness, and ease of operation. Those factors determine the software whether it is good or not

**b. The aim of software 'Tell Me More'**

The software 'Tell Me More' in SMP Negeri 1 Depok is a medium to facilitate the teaching-learning process of English. The purpose of the software 'Tell Me More' is to increase the students'

skills in English. Therefore, by using this software the students will easily understand the materials in order to improve their skills. Besides, the students will improve their self-confidence.

Self-confidence is having confidence in oneself. According to Brown (2001:62), self-confidence can be linked to the language ego principle, it goes a step further in emphasizing the importance of the learner's self-assessment, regardless of the degree of language-ego development. By using this medium, it is not only helps the student to understand the materials easier, but also to transfer the knowledge to the students.

### **c. Material**

The materials in the software 'Tell Me cover four skills. These are listening, speaking, reading, and writing. This material also consists of games which can stimulate the students to improve their English skills.

#### **1) Listening material**

In this listening material, the native speaker has an important role. The software 'Tell Me More' provide the native speakers as the speakers in this material. Here, students' writing skill will be tested to answer oral questions from native speakers. In listening material, there are some topics which are offered to the students. So, it is easier for the teachers to choose

topics that are suitable with the curriculum and syllabus. The examples of listening materials are shown in figure 2.2 and figure 2.3.

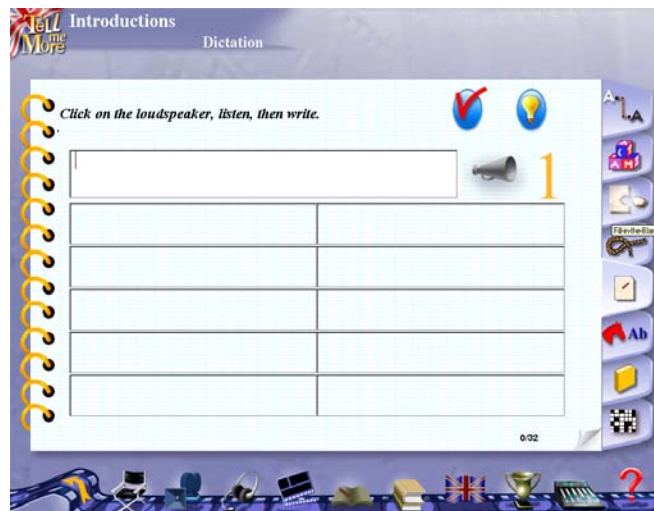


Figure 2.2: Dictation

In dictation, the students should click the picture of loudspeaker to listen what the native speakers say. Then, they listen to each word carefully from the native speakers. Next, they should write what they heard in the available box. If their answer is correct, the check sign (✓) will turn to be green automatically.





Figure 2.3: **Crossword Puzzle**

In crossword puzzle, the students can start by clicking the columns or rows in the puzzle. Then, the native speakers pronounce a word. The students fill in the columns or rows by typing the alphabets from the keyboard. If the students' answer is correct, the check sign (✓) will turn to be green automatically.

## 2) **Speaking material**

In the speaking material, the students get a model from native speaker. The students listen to the native speakers who pronounce word(s), which should be repeated by the students. In this speaking material, there are some monologues from native speakers who tell an event that should be answered orally by the students. In this material, there are also several

topics which can be selected by the teachers to adjust to the needs and the prescribed syllabus. Here are some examples of speaking material shown in figure 2.4 and 2.5:



Figure 2.4: **Dialogue**

In the speaking material, there are dialogues in different context and situation. The students listen to the dialogue carefully. In this dialogue, the students are invited to speak with the native speakers. They give the correct answer by saying it into the microphone in correct pronunciation.

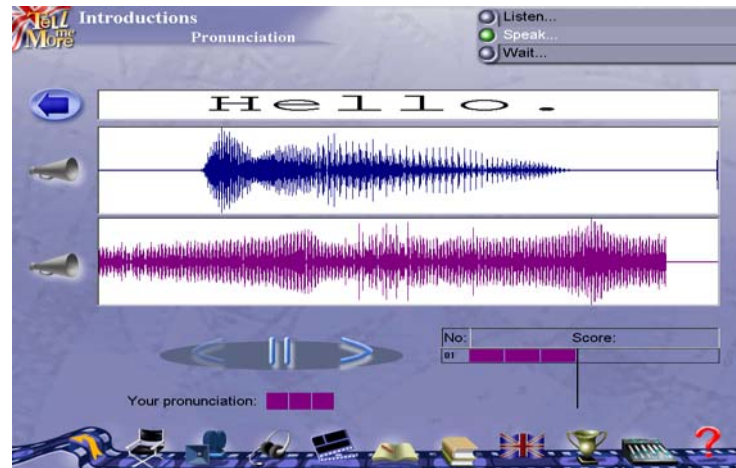


Figure 2.5: **Pronunciation**

From the figure 2.5, the sound and the pronunciation of the students will be analyzed. The blue color of 'Hello' said by native speaker and the students should repeat it. The pronounce of student shown in the red color. They get the score based on their pronunciation. If their pronunciation is correct, they will get perfect score

### 3) **Reading material**

Material of reading is almost same as the material of listening. In this section, the sound of the listening materials is missed to change it into reading material. The students can read the passage in this material. In this reading material, there are also some topics that can be chosen. The examples of reading materials are shown in figure 2.6 and 2.7:



Figure 2.6: Video

In this section, the students watch the video without hearing the sound. They read the passage carefully besides the video. Then, they get some questions based on the passage and the video.



Figure 2.7: Video question

Figure 2.7 is questions from the video. The students should answer the questions correctly. If their answer is correct, the check sign (✓) will turn to be green automatically.



Figure 2.8: **Checking the answer**

#### 4) **Writing material**

In writing material, students also use their listening skills. Students should write down what they hear from the native speakers. This material also has some topics that can be selected by the teacher. These are examples of written materials.



Figure 2.9: Dictation

Dictation in the writing materials drill the students to write word(s) correctly. If their writing is correct, the check sign (✓) will turn to be green automatically.



Figure 2.10: Word order

In this section, the students get jumbled words. They should rearrange each word into correct word order. If they give correct answer, they get score.

From the explanation above, it can be concludes that the software 'Tell Me More' covers four skills. These four skills have different activities that can be tried by the students to improve their skills. So, this software is a good media in teaching four skills of English.

Based the previous theories, it has relation with the theoretical model of connections between components in the implementation of computer-based learning model by Mayer in Sukorini (2007). This model is to show that the elements such as teachers, students, parents, and resources influence the teaching-learning process. Those elements cannot be separated from each other because those elements have interconnection in the teaching-learning process of English. The researcher describes that the components of teacher, resources, CBI model, constructivism and cognitive theory, parents, company, and the society are the factors that influence the implementation of the model base computer in the teaching-learning process. The components of students in implementation of the model base computer in the teaching-learning process give the result which is the effective process with the improvement of the students.



Meanwhile, the theoretical model of the teacher role in the student learning by Kenneth D. Petterson (1981) is in figure 2.12. From this model, society, economy, neighbourhood, and community can influence the student opportunities in life and parent/home support. Between parent/home support and student's prior learning influences each other. The prior teacher gives influence in the student's prior learning. Besides, between the student's prior learning, school facilities, and environment can influence the student learning. Classroom society, classroom materials, curriculum, instructions, and routines influence to each other with the student learning. Next, the student motivation, engagement, and imagination are influenced by the student's prior learning, the student learning, and the classroom society. The student motivation, engagement, and imagination influence to each other with the student opportunities in life.

Classroom teacher is influenced by society, economy, and community; professional activities; student motivation, engagement, and imagination; classroom materials, curriculum, instructions, and routines; school state, district, and guidelines. Meanwhile, between the teacher knowledge, classroom society, and fellow students influence each other with the classroom teacher. The last, the school state, district, and guidelines influence the classroom materials, curriculum, instructions, and routines.



From the figure 2.11, the researcher puts the factors influence the classroom teacher and then adapts it with a model in the figure 2.12. The adaptation helps the researcher to make a model that can be seen in the figure 1.13 This model is used as a concept of to analyze the appropriateness of materials in software 'Tell Me More' with *SK* and *KD*.

The software 'Tell Me More' analysis model consists of materials and the criteria of media. The materials in software 'Tell Me More' cover four English skills, such as listening, speaking, reading, and writing. Each English skill is described in the standard competencies and basic competencies which are part of *KTSP*. Software 'Tell Me More' fulfills the criteria of media. Software 'Tell Me More' contains the feasibility of contents, the feasibility of preparation, and the feasibility of languages. Those feasibilities are the conditions of *BSNP (Badan Standar Nasional Pendidikan)*. In conclusion, the analysis will be used to describe the software and the use of software 'Tell Me More' for second grade students in SMP Negeri 1 Depok.

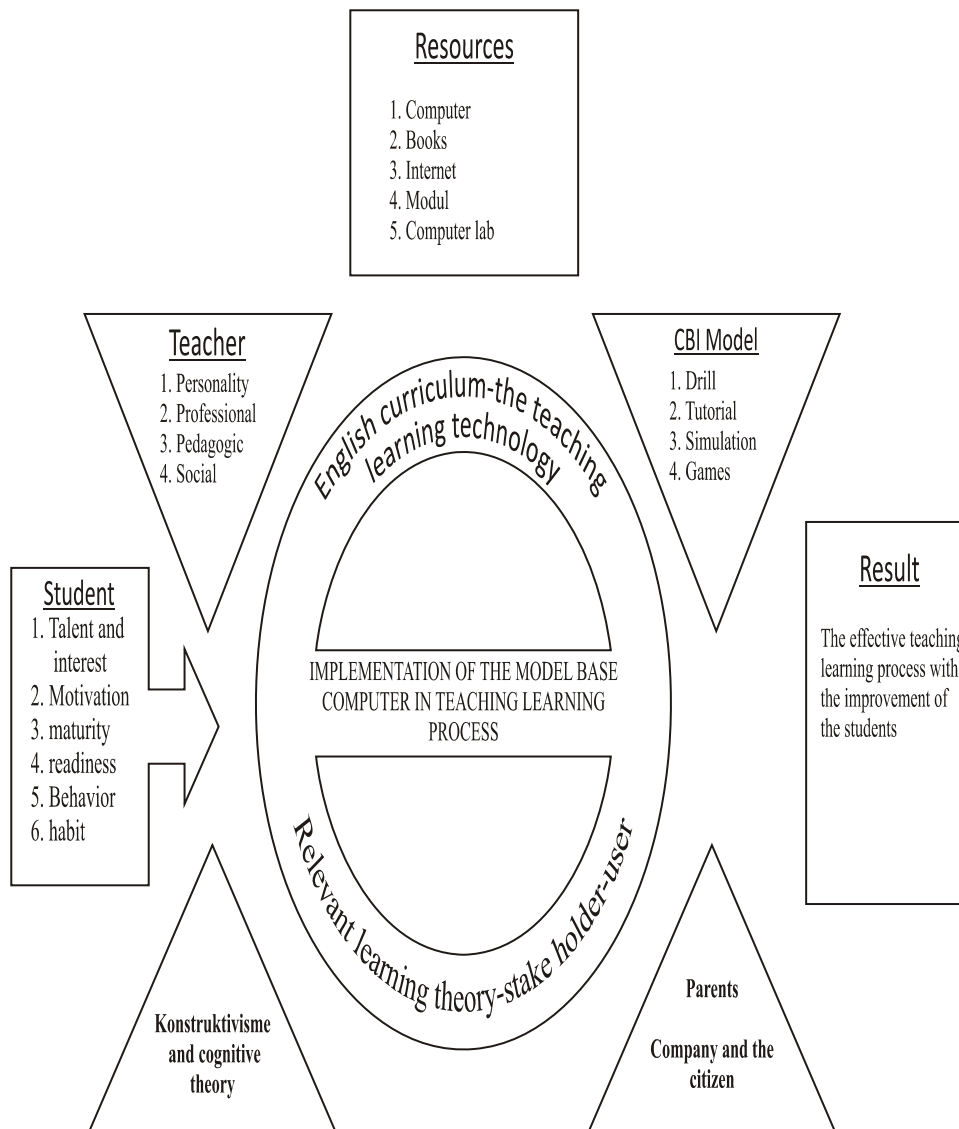


Figure 2.11 : **Mapping of connection between components in the implementation of computer-based learning model (Mayer in Sukorini, 2007)**

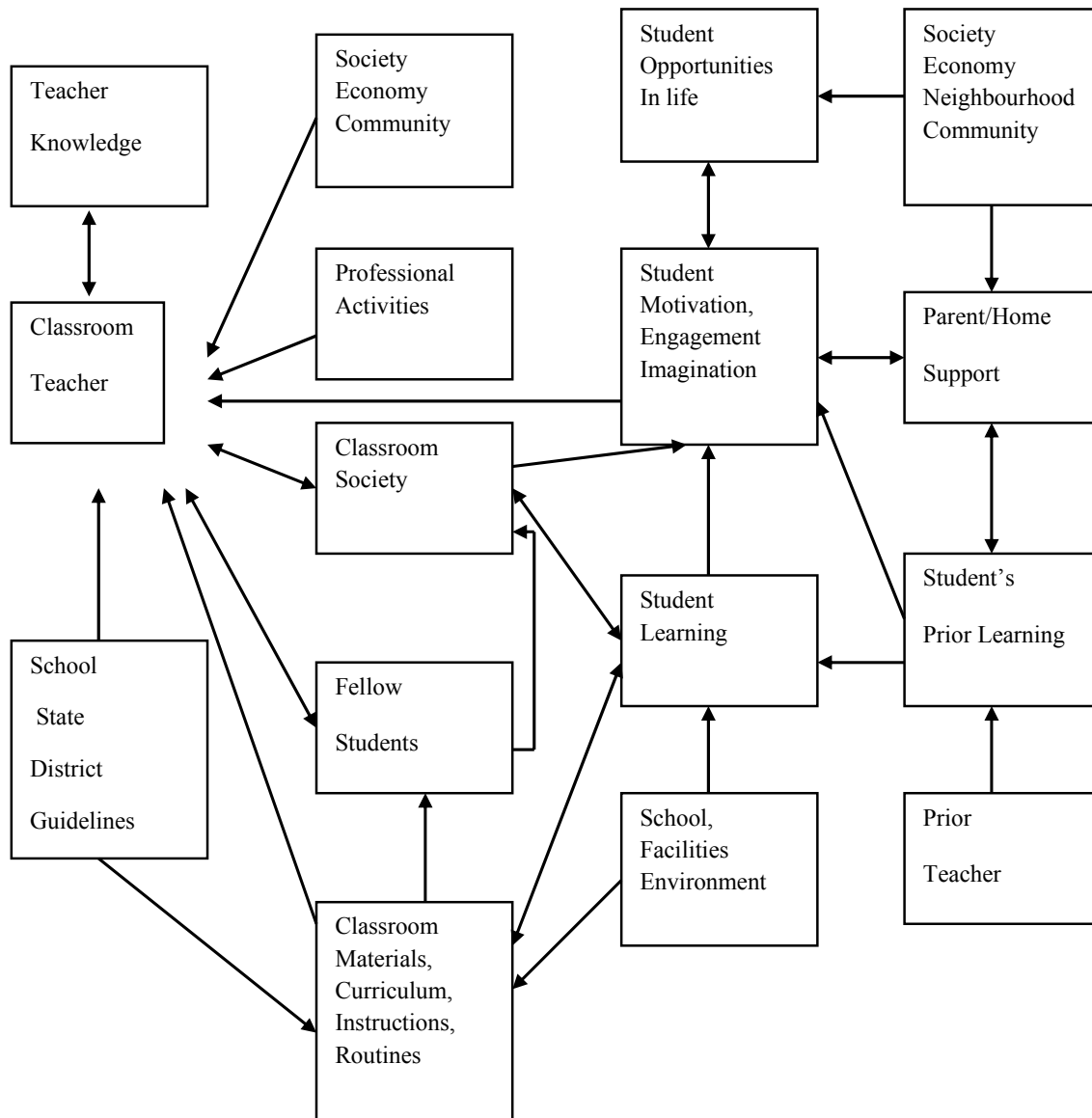


Figure 2.12: **Teacher Role in Student Learning (By: Kenneth D. Petterson, 1981)**

A Descriptive Analysis of Software 'Tell Me More' For Second Grade

Students in SMP NEGERI 1 DEPOK In Academic year 2009-2010

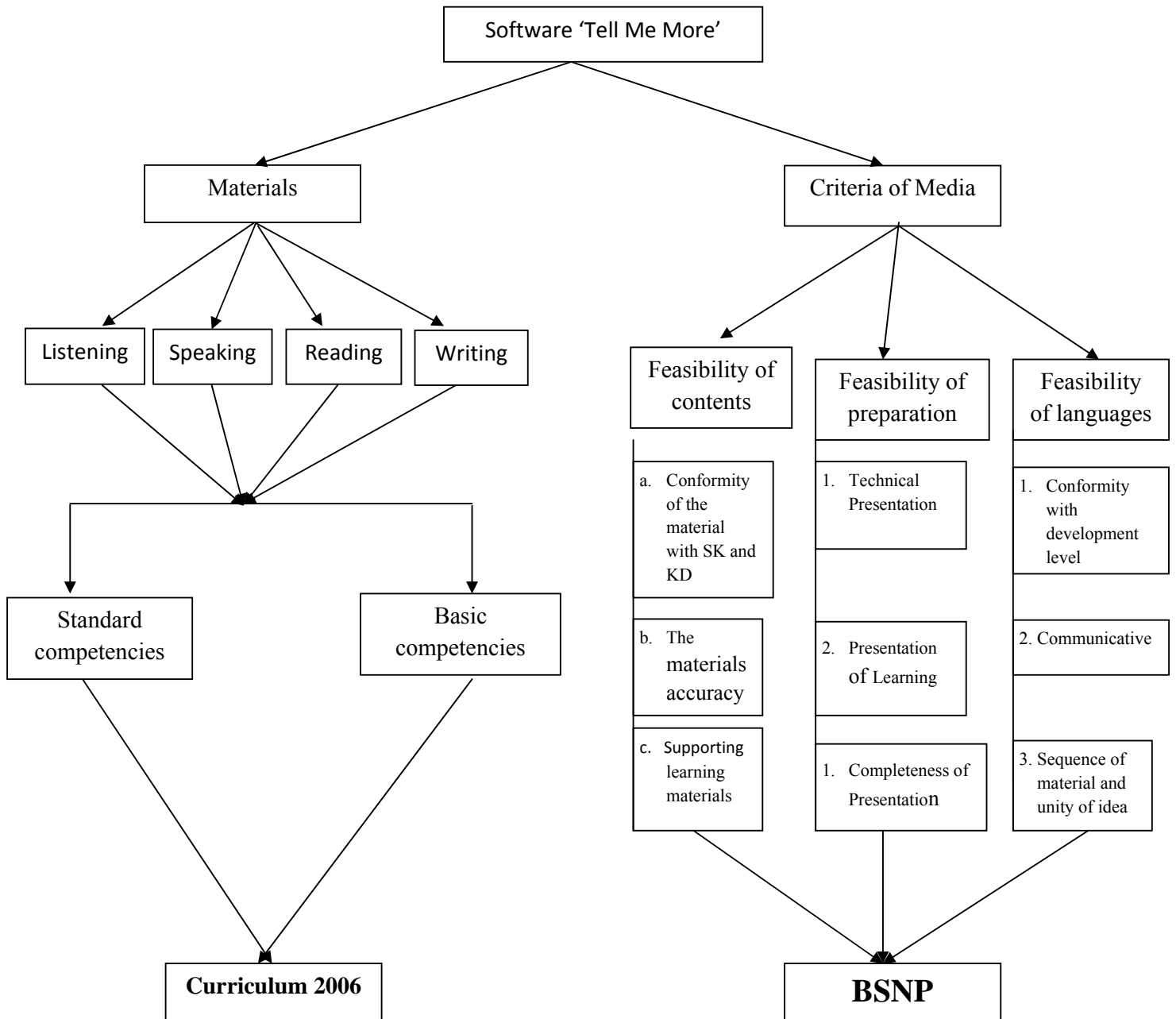


Figure 2.13: Adapted from Kenneth D. Petterson (1981), and Mayer in Sukorini (2007)

## **B. The Conceptual Framework**

Language is a reflection of culture, so that learning a foreign language is to learn foreign cultures. To learn foreign language well, it is necessary to understand the culture of the nation where the language is from. English is a foreign language in Indonesia, because English has different rules from the *Bahasa Indonesia*.

From the explanation of language learning theories in previous section, it can be concluded that learning is a conscious interaction between teacher and students who supported by other supporting infrastructure. The aim of learning is to change students' behavior in accordance with the indicators and learning objectives based on the current curriculum.

*KTSP* has provided the freedom and the authority for the teachers to develop and to teach the materials in accordance with the basic competencies and standard competencies. Teachers are expected to produce teaching materials that are appropriate with the standard competencies in the curriculum by considering the contemporary social and environmental development of the schools, the students' environment, and the student's own development.

Junior high school students with the characteristics of children in the transition from childhood to adulthood are commonly referred to as teenagers. In this age, the children change both physically and

psychologically. Therefore, the needs of the attention and extra efforts in conducting the teaching-learning process are needed to get optimal results.

The development of technology is rapid enough. One of the developments is in the use of technology in education generally and in the teaching-learning process particularly. Utilization of multimedia learning in English is required in order to provide best results. The software 'Tell Me More' is one of the interactive multimedia packages to answer these needs in learning English. The software 'Tell Me More' fills all four aspects of language learning skills in English, these are listening, speaking, reading and writing. From the explanations, it can be concludes that the software 'Tell Me More' as supplementary materials in the English teaching-learning process.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

This research is aimed at analyzing the software *Tell Me More* for the second grade students in SMP Negeri 1 Depok in the academic year of 2009/2010. In the research, there are two issues. The first issue is the description of software *Tell Me More*. The second issue is how the materials in software *Tell Me More* is used in the teaching-learning process based on the standard of competence and basic competency in SMP Negeri 1 Depok.

##### 1. The description of software *Tell Me More*

The software *Tell Me More* had been explained in Chapter II. Software *Tell Me More* is Europe's best selling language software, used by schools, universities and corporations. It is a complete learning solution with 200 hours of material per level, multimedia video and sound, state-of-the-art speech recognition, and over 1,000 exercises per level. Software *Tell Me More* speech recognition technology recognizes what the student says, assesses the students' pronunciation, and corrects any mistakes. This software uses native speakers as the narrators.

Software *Tell Me More* is available in three levels. Level One is the beginner level. This basic level makes the students understand

simple conversations. Level Two is the intermediate level. Level two is the level where the student is able to communicate easily in English. Level Three is the advanced level. This level has perfect commands of the language and the students are able communicate easily in daily situation.

Software *Tell Me More* is an excellent and extensive language learning package that consists of speaking, listening, reading, and writing skills. Moreover, it ensures the students' pronunciation of English words. Dialogue sections in software *Tell Me More* are useful in the fact that students answer the questions by using verbal answers and not just by clicking a box. The voice recognition of software *Tell Me More* is useful for the students to recognize what they want to pronounce. The word exercises are also useful for the students to check vocabulary and grammar. Smaldino (2005: 126) says there are four factors which should be considered in software. They are contents, format, design and completeness, and ease of operation.

#### **a. Contents of the program**

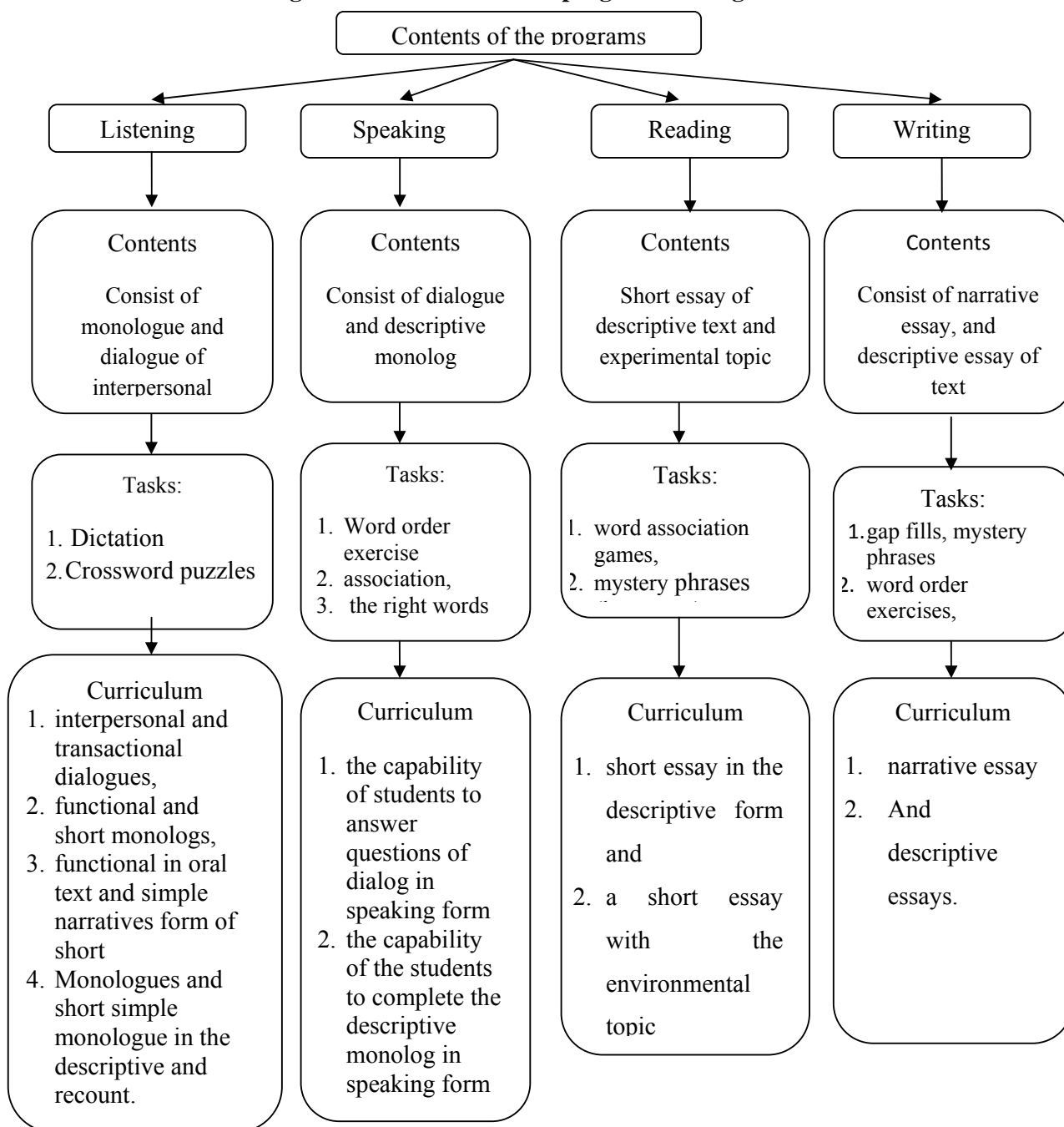
The objective of software *Tell Me More* is to provide language learners with a wide range of tools to address speaking, listening, vocabulary, grammar, sentence-level writing, and cultural awareness. The publishers of software *Tell Me More* claim that the contents of the program have 2,000 hours of learning for English language. This software certainly provides an enormous



range of activities for students who want to incorporate a computer in their language learning.

There are some exercises within the *Tell Me More* software to build different skills, there are:

**Figure 4.1: The contents of program for English skills**



**Table 4.1: The contents of program for English skills**

<b>Skills</b>	<b>Contents</b>	<b>Activities</b>
Listening	The students should listen carefully to the narrators to get the clues.	dictation, crossword puzzles
Speaking	The students should say words and/or sentences in good pronunciation.	word order exercises, picture association, the right words
Reading	The students should read the definition carefully to get the answer.	word association games, mystery phrases (hangman)
Writing	The students should write down the clues and what they heard from the narrators.	gap fills, mystery phrases (hangman), word order exercises, dictation

From Table 4.1 and figure 4.1, it can be seen there are some activities which include in one of the four skills. Here are the explanation of each skill and the activities.

### **1. Listening**

In this skill, the students should listen carefully to the narrators to get the information of a conversation in the software. There are some tasks which are used the listening skill:

#### a) Dictation

In this game, the students should be aware of what they heard. The students must write down what they listened in a box given. The students must write some sentences after they listened it. The students can check they answer whether they are right or wrong by clicking the button (✓).



Figure 4.2 : Dictation



Figure 4.3 : Dictation which have been checking

Figure 4.2 is one example of dictation sentences that have been done by the students. In this exercise, the

students can check their answers directly by clicking the check button (✓). The mistakes will be shown in the red circle.

b) Crossword puzzles

This game will make the students more relaxed because they just have to fill in the puzzle by clicking the words that the students heard.



Figure 4.4 : Crossword puzzle

After filling in the blank with the appropriate word, click the check button (✓). The computer will be automatically checked the answers. The green color means the right answer, and the red one is the wrong answer.

The result of the questionnaire also supports the contents analysis. Based on the result of the questionnaire, the

respondents agree that the listening skill consist of interpersonal and transactional dialogues, functional and short monologs, functional in oral text and simple narratives form of short monologues and the meaning of short simple monologues in the descriptive and recount forms

## **2. Speaking**

The objective of this skill is to make the students have a good in using English orally. There are some task which is used the speaking skill:

### a) Word order exercises

In this game, the students should arrange the words in the blank box into a good sentence. Then, the students must pronounce the sentence well. So, the students must be aware with their pronunciation because this software is very sensitive in checking the pronunciations.



Figure 4.5 : Word order

After arranging the words in the box (here, the students should pronounce the words), click the check button (✓). The computer will automatically checked the answers. The green colour means the right answer, and the red one is the wrong answer.

#### b) Picture association

The students should pronounce the word which has a relation with the picture given. In this game, the students should have a good pronunciation.



Figure 4.6 : **Picture/word association**

c) The right word(s)

In this game, the pronunciation of the students will be tested. The students should pronounce the appropriate word(s) to complete the sentence.

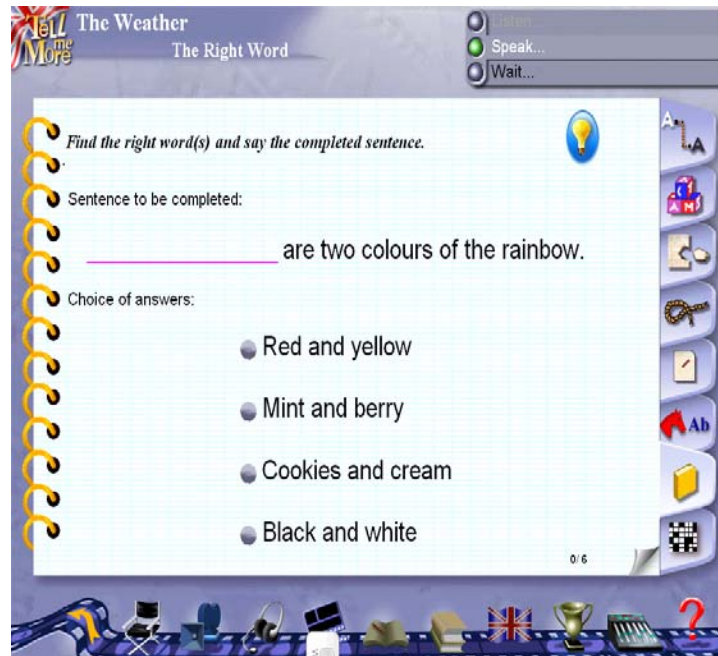


Figure 4.7 : **The right word(s)**

The result of the questionnaire also supports the contents analysis. Based on the result of the questionnaire, the respondents agree that the speaking materials also consist of the capability of students to answer questions of dialog in speaking form and the capability of the students to complete the descriptive monolog in speaking form.

### 3. Reading

The objective of this skill is to make the students to get some information by reading a the text in the software. Here are the tasks which are used reading skill:



a) Word association games

There are exercises for the students to practice their English. In this exercise, the students should match the synonym or the antonym of words in the left column with the words in the right column.

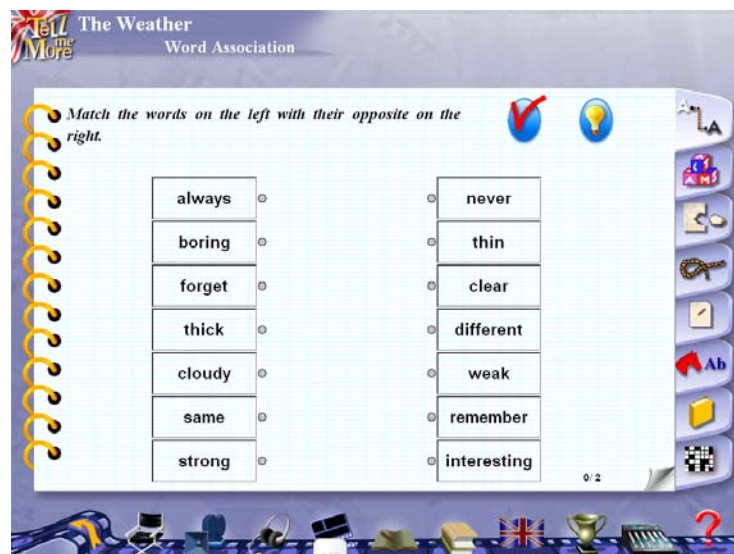


Figure 4.8 : **Word association**

The figure above is an exercise to match the opposite words in the left column with the right column. The figure below is the sample exercise of matching words.

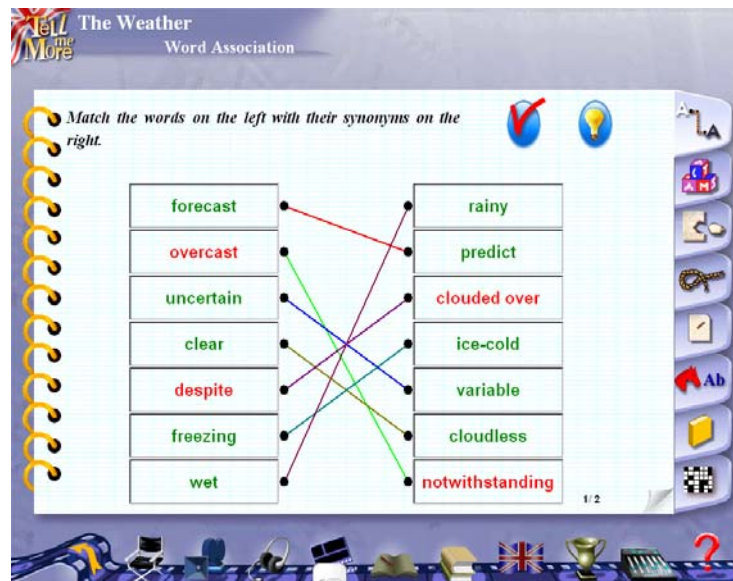


Figure 4.9 : Example of match words

The figure above shows the exercise which has been done by the students. After matching the words in the left column to the words in the right column, then clicked the check button (✓). Then, the computer will automatically check the answers. The green colour means the right answer, and the red one is the wrong answer.

b) Mystery phrases (hangman)

In this game, the students should find the word which is appropriate with the definition given. There are seven chances for the students to make mistakes.

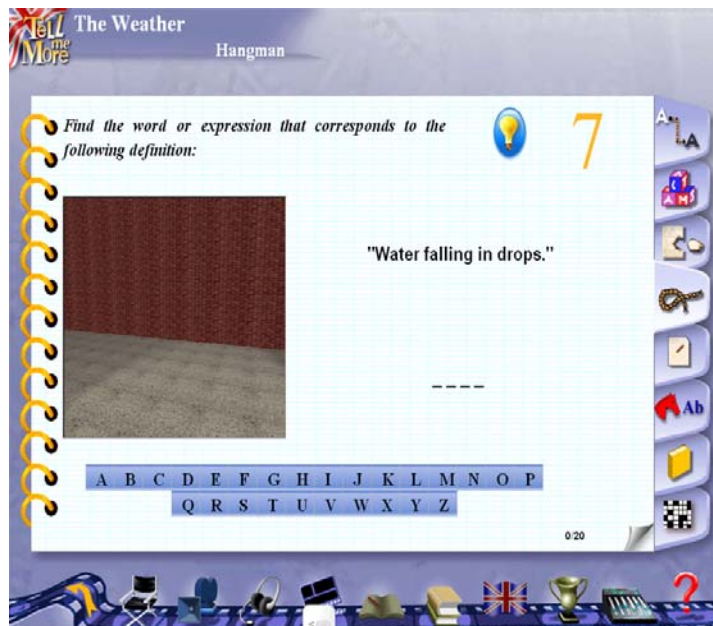


Figure 4.10 : **Hangman**

The result of the questionnaire also supports the contents analysis. Based on the result of the questionnaire, the respondents agree that the reading materials also consist of the short essay in the descriptive form and a short essay with the environmental topic

#### 4. Writing

The objective of this skill is to make the students to write the information which had been told in the software. Here are tasks which is used the writing skill.

##### a) Gap fills

In this game, the students should complete the sentences with the words given. In this section, the students

should have more vocabulary to complete this gap fill game.

**Ordering Breakfast**  
Fill-in-the-Blanks

Complete the sentences with the words given.

Text to be completed:

Would you like an orange, a \_\_\_\_\_, tangerines, an \_\_\_\_\_ ?  
 All of those! Don't you have fruit \_\_\_\_\_ ?  
 I'm sorry, I meant \_\_\_\_\_ juice.  
 Would you like \_\_\_\_\_ coffee or tea?  
 No, \_\_\_\_\_ you. I've had \_\_\_\_\_ now.

Words to be inserted:  
 more pear salad apple enough fruit thank

1/8

Figure 4.11 : Gap Fills

**Ordering Breakfast**  
Fill-in-the-Blanks

Complete the sentences with the words given.

Text to be completed:

Would you like an orange, a **pear**, tangerines, an **apple** ?  
 All of those! Don't you have fruit **more** ?  
 I'm sorry, I meant **fruit** juice.  
 Would you like **salad** coffee or tea?  
 No, **thank** you. I've had **enough** now.

Words to be inserted:

1/8

Figure 4.12: Fill in the blanks in ordering breakfast

After filling in the blanks with the words in a box, click the check button (✓). Then, the computer will automatically check the answers. The green colour means the right answer, and the red one is the wrong answer. Not only gap fills in using the writing skill, but also there are mystery phrases and also word exercises which had been explained in the previous skills.

The result of the questionnaire also supports the contents analysis. Based on the result of the questionnaire, the respondents agree that the writing material consist of narrative and descriptive essays.

#### **b. Format of the program**

Software *Tell Me More* is the most features packed language course that had reviewed. Software *Tell Me More* is an extremely impressive and sophisticated media. It is full of graphics, photographs, sound bites and videos and the best speech recognition. The speech recognition is useful to analyze the tonal mistakes made when the students pronounce words. The result of the sound through the microphone can be displayed as a voice pattern beside the native speaker's sound for comparison.

As well as a pronunciation aid, software *Tell Me More* gives a very impressive dialogue section that begins with various images of objects, actions, and questions. The students answer to

each question by choosing the most appropriate answer to match the image and saying it into the microphone. In the next levels, the questions become more difficult and the basic 'question and answer' situations become more like regular conversations.

**c. Design and completeness**

**1. Design**

The questions in this software are designed become more situation-based and probably more appropriate for daily usage. It means that the questions in this software are like the questions which are used in the daily usage. So, it is easy for the students to practice.

Besides, the students like the way to answer the questions by clicking the box or pronouncing the word(s). After clicking the correct answer, the students know the grammatical construction of the answer. The dialogue portion of software is very effective and efficient for the students to recognize questions, to form a correct response, and to check their pronunciation at the same time.

The other sections of software *Tell Me More* consist of exercises like school exercises. Then, the students can be very useful for checking vocabulary retention. If the students do it regularly, it will help them to gain a more rounded understanding of the grammar, and better sentence construction. There are several advantages of using software *Tell Me More*:

- 1) The program covers a wide range of ability from beginner to advance in one product.
- 2) The program has many options that allow the user to change any parts of the program depending on preference and ability.
- 3) The program has excellent speech recognition.
- 4) The program is able to make own audio files and burn to CD for use later as a separate, tailor made audio course.
- 5) The program uses both audio and visual learning.
- 6) The program is perfect to use in schools or colleges.
- 7) The program has interesting and effective dialogue exercise to learn.

Overall, software *Tell Me More* has many innovative and dynamic components, especially its words, phrases, sentences, and listening/speaking activities.

## 2. **Completeness**

The software *Tell Me More* does not only provide the four skills of English but also the appropriateness between materials and *SK* and *KD*. The existence of *SK* and *KD* is a guideline for the teacher to select the material will be taught to the students. Besides *SK* and *KD*, the software *Tell Me More* also has a good feasibility of contents, preparations and language. Here are the results of analysis questionnaire about materials in software *Tell Me More* shown in Table 4.2.

Table 4.2 : Score of Questionnaire

No	Score			Mean	Explanation
	Sdy	Sgt	A W N		
1.	5	4	4	4,3	The analysis of listening materials based on <i>SK</i> and <i>KD</i>
2.	5	4	4	4,3	
3.	4	4	4	4,0	
4.	4	4	4	4,0	
5.	5	4	4	4,3	The analysis of speaking materials based on <i>SK</i> and <i>KD</i>
6.	4	4	4	4,0	
7.	4	4	4	4,0	The analysis of writing materials based on <i>SK</i> and <i>KD</i>
8.	4	3	4	3,7	
9.	5	4	4	4,3	The analysis of reading materials based on <i>SK</i> and <i>KD</i>
10.	4	4	4	4,0	
11.	4	4	4	4,0	Feasibility of contents in software <i>Tell Me More</i>
12.	4	4	4	4,0	
13.	4	4	4	4,0	
14.	5	4	4	4,3	
15.	5	4	4	4,3	
16.	5	4	4	4,3	
17.	5	4	4	4,3	
18.	5	4	4	4,3	
19.	5	4	4	4,3	
20.	5	4	4	4,3	
21.	5	4	4	4,3	Feasibility of preparation in software <i>Tell Me More</i>
22.	5	4	4	4,3	
23.	5	4	4	4,3	
24.	5	4	4	4,3	
25.	4	4	4	4,0	
26.	5	4	4	4,3	
27.	5	4	4	4,3	
28.	5	4	4	4,3	Feasibility of language in software <i>Tell Me More</i>
29.	5	4	4	4,3	
30.	5	4	4	4,3	
31.	5	4	4	4,3	
32.	4	4	4	4,0	
33.	4	4	4	4,0	

Notes:

A W N : Ayu

Sdy: Sudiyono

Sgt : Sugito



Table 4.2 shows the rating of the questions given by the researcher. From number 1 to number 9, the questions are about the appropriateness of materials to the Standard of Competencies and Basic Competencies. Questions 1 to 3 are about listening materials, which the analysis of listening materials are based from Standard of Competencies and Basic Competencies number 1.1; 1.2; 1.3; 1.4; 7.1; 7.2; 8.1; and 8.2. Question number 1 is about the transactional and interpersonal questions.

It means that all of the participants agreed that in listening materials, there are some interpersonal and transactional questions, and the students are able to answer all those questions. Then, question 2 is about functional and short monologs in listening materials. From this question, the participants agreed that there are some functional and short monologs conversations and the students are also able to answer all those questions.

Question 3 is about functional in oral text and simple narratives form of short monologues. All of the participants agreed that there are functional in oral text and simple narratives form of short monologues, and the students can answer it. Question 4 is about the meaning of short simple monologues in the descriptive and recount forms. All participants agreed that there are short simple monologues in the descriptive and recount forms and the students can answer it.

Questions 5 to 6 are about speaking materials based on Standard of Competencies and Basic Competencies number 3.1; 3.2; 4.1 and 4.2. Number 5 is a question about the capability of students to answer questions of dialog in speaking form. And all the participants agreed that the students able to answer it

Then, question 6 is about the capability of the students to complete the descriptive monolog in speaking form. All the participants agreed that the students are able to answer it.

Questions 7 to 8 are about reading skill based on Standard of Competencies and Basic Competencies 5.3; 11.2 and 11.3. The question 7 is about the short essay in the descriptive form. The entire participants agreed that the students understand the content of the short essay. And the question 8 is about a short essay with the environmental topic. By reading short essay with the environmental topic, the students understand the contents. Two participants agree with that question and one of the participants do not agree with that statement.

Questions 9 to 10 are about the writing skill based on Standard of Competencies and Basic Competencies number 6.1; 6.2; 12.1; and 12.2. The question 9 is about students' capability to complete the descriptive essay. The participants agreed that the students are able to complete the descriptive essay in writing form. Question 10 is about students' capability to complete short narrative essay. All of the

participants agreed that they can complete the narrative short essay in the writing form.

From Table 9 above, it can be seen that those participants agreed that the materials of software *Tell Me More*, which includes four skills are appropriate to the Standard of Competencies and Basic Competencies.

Then, in Table 4.2 from 11 to 33 are the questions about the feasibility of software *Tell Me More*. The feasibility of software *Tell Me More* is divided into three feasibilities, namely feasibility of contents, preparation, and language.

The feasibility of contents is started from 11 to 17. The feasibility of contents is divided into three sections. First section is conformity of the material with Standard of Competencies and Basic Competencies. It is started from 11 to 12. Question 11 is about the completeness of the materials in software *Tell Me More*. All of the participants agreed that software *Tell Me More* has complete English materials. Question 12 is about the depth of the materials in this software, and all of the participants agree that this software has depth in English materials.

Second section is the materials accuracy. This section is started from 13 to 15. Question 13 is about social function of software *Tell Me More* materials. All of the participants agree that the materials of this software have a social function.

Question 14 is about the contents and the structure of the materials. The participants agree that the materials in software *Tell Me More* have a good arrangement. Question 15 is about the linguistic features of the materials in software *Tell Me More*, and the participants agree that the materials have good linguistic features to support the students to understand the materials.

And third section is supporting learning materials. This section is started from number 16 to 18. Question 16 is about the currency of the materials. All of the participants agree that software *Tell Me More* has a high currency in the materials.

Then, question 17 is about the development of life skills of the students. All of the participants agree that the materials of software *Tell Me More* help the students to develop their life skills. Finally, question 18 is about the insight development (*Kebhinekaan*) materials, and all of the participants agree that the materials in software *Tell Me More* have an insight development for the students. From those statements, the researcher can conclude that all of the participants agree that software *Tell Me More* has good contents for second grade students of junior high school.

The feasibility of preparation is in questions 19 to 27. The feasibility of preparation is divided into three. First, it is a technical presentation. The technical presentation is started from 19 to 20. In the technical presentation, question 19 is about systematic of the materials.

All of the participants agree that software *Tell Me More* has a good systematic preparation of the materials.

Then, question 20 is about the balance between each chapter. All of the participants agree that the materials in software *Tell Me More* have a good balance in each chapter.

The second section of preparation is a presentation of learning. This section is started from 21 to 24. Question 21 is a question whether the materials in software *Tell Me More* are learner centered or not and all of the participants agree that the materials are learner centered.

Then, question 22 is about initiative, creativity, and critical thinking activities for the development of students learning to think critically. All of the participants agree that the materials have initiative, creativity, and critical thinking activities for the development of students learning to think critically.

Question 23 is about the development of the learner s' self study, and all of the participants are agree that materials are able to develop the learner s' self study. Question 24 is about the development of the ability of students to reflect/self-evaluate, and all of the participants also agree that the materials are able to develop the ability of students to reflect/self-evaluate.

The third section of feasibility of preparation is the completeness of the preparation. The question of the completeness of the preparation is started from 25 to 27. Number 25 is a question

whether there are preface preparations or not, and all of the participants agree that the materials of software *Tell Me More* have a preface preparation.

Question 26 is question whether the materials has a content section or not, and all of the participants agree that the materials has a content section. The last is number 27. The question is whether software *Tell Me More* has a closing section or not, and all the respondents are agree that it has a closing section. The last feasibility is the questions about the feasibility of language in software *Tell Me More*. This question is started from 28 to 33. The feasibility of language is divided into three sections. First section is about conformity with development level. This section is started from 28 to 29. Question 28 is about the conformity with the development of students' cognitive level. All of the participants agree that the materials in software *Tell Me More* have conformity with the development of students' cognitive level.

Then, question 29 is about the conformity with the development of students' emotional-social. All of the participants agree that materials in software *Tell Me More* have conformity with the development of students' emotional-social.

Second section is about communicative. This section is started from number 30 to 31. Question 30 is a about the legibility of message. All of the participants agree that the material is legible for

the students. Then, question 31 is about the accuracy of language rules. All of the participants agree that the materials have a good accuracy of language rules. Then, the last section is sequence of material and unity of idea. This section is started from number 32 to 33. Number 32 is about the sequence of meaning in section/ chapter/ sub chapter/ paragraph/ sentences. All of the participants agree the materials in software *Tell Me More* have sequence of meaning in section/chapter/sub chapter/paragraph/sentences.

Then, question 33 is a about the connection of meaning among the section/ chapter/ subchapter/ paragraph/ sentence. The participants agree that the materials in software *Tell Me More* have a good connection of meaning among the section/ chapter/ subchapter/ paragraph/ sentence.

From Table 4.2 above, we can see that three participants agree that the materials in software *Tell Me More* have a good feasibility of contents, feasibility of preparation, and feasibility of language.

In Table 4.2 we can see that all the means in each question fulfill the qualification. It means that the teacher agreed about the feasibility of material based on the *SK* and *KD*, also the software *Tell Me More* has a good feasibility of contents, preparation and language.

Smaldino (2005: 59) says there are nine questions to be asked about each specific piece of media are the following:

1. Does it match the curriculum?

2. Is it accurate and current?
3. Does it contain clear and concise language?
4. Will it motivate and maintain interest?
5. Will it motivate for learner participation?
6. Is it good technical quality?
7. Is there evidence of its effectiveness (e.g., field-test result)?
8. Is it free from objectionable bias and advertising?
9. Is a user guide or other documentation included?

From those statements above, the materials in software 'Tell Me More' have a good criteria based on Standard of Competencies and Basic Competencies feasibility of contents, feasibility of preparation, and feasibility of language. Therefore, teachers are easier to choose their needs based on the students' needs. Then, the teacher is not worried with the contents because it has a good standard of media.

#### **d. Ease of operation**

The use of the software *Tell Me More* is very easy. There are some explanations about each parts in the software, and also tutorial for the user who want to know about the contents in each parts of the software. In this section, there are two parts of ease of operation, there are teacher and students.

##### **1. Teacher**

First part is the operation of software for teacher. There is a guideline to help the teacher to use it. The explanation of each



section is very clear which makes the teacher easier to understand the contents. There are also some topics that may be chosen by the teacher based on the students' needs.

Moreover, the main page of the program is laid out like a film set with each piece of equipment being the link to a particular section. The navigation bar at the bottom is also easy to use. Here are the operations that can be used by the teacher in software *Tell Me More* shown in figure 4.13.

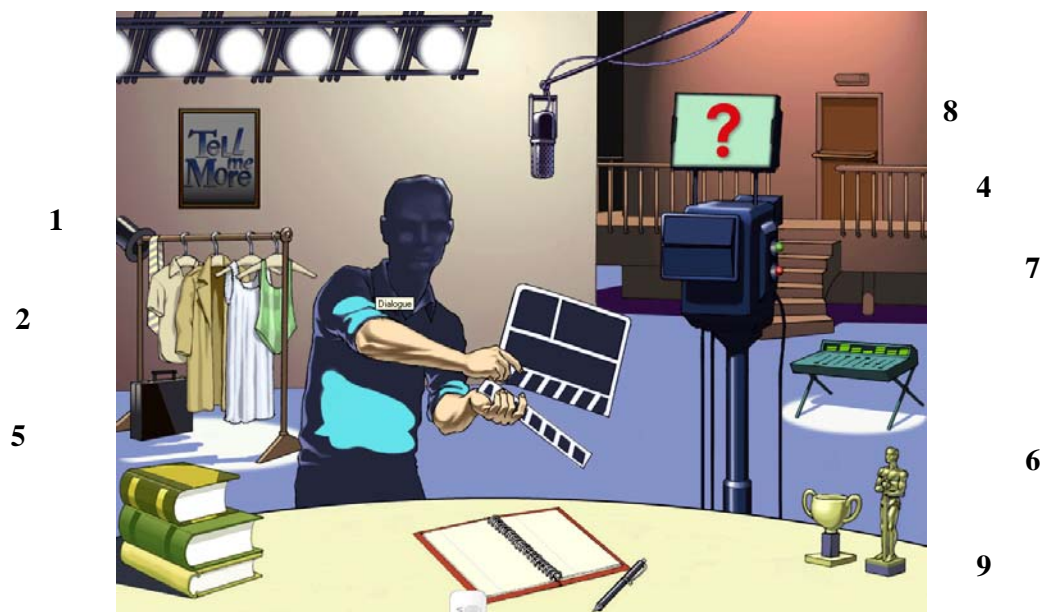


Figure 4.13 : **Main menu**

First, there is a picture of a man who standing in the room with the film equipment. The equipment shows different activities for the students. In this section, there is explanation about the materials and how to use equipment. Each of the materials has a feedback for the

students. There are six activities and three additional helps activity for the students.

### 1) Clothes

The picture of clothes shows the activity for the students to select one topic. It will help the students to select the best topic that they need. When the students click the clothes, the screen of the computer turns to be the picture in the next page.



Figure 4.14 : **The selection of lesson**

Then, the teacher can select a topic that they want to learn.

There are some topics based on their needs.

### 2) Clapper-board

In this part, the teacher can start with the interactive dialogs.

There are native speaker who involve in these dialogs.

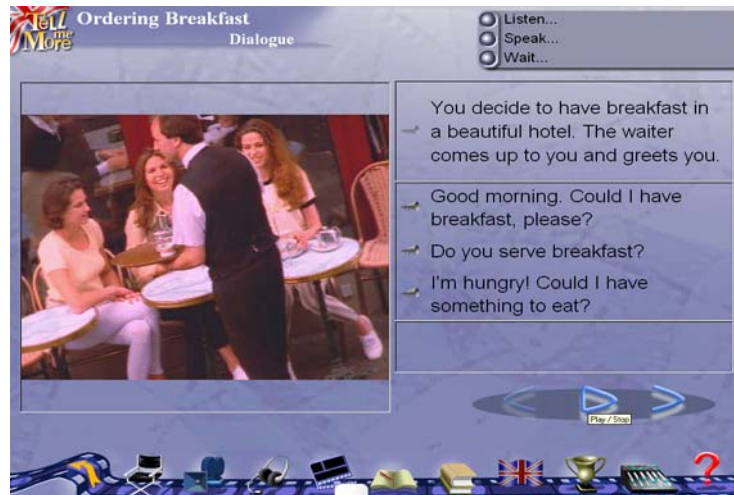


Figure 4.15 : **The Dialogue**

### 3) Microphone

The picture of microphone shows an activity for the students to try their pronunciations in words and sentences. In this picture, the students will be corrected automatically by the computer if they do a mistake. When the students click the microphone, the screen of the computer turns to be figure 4.15.

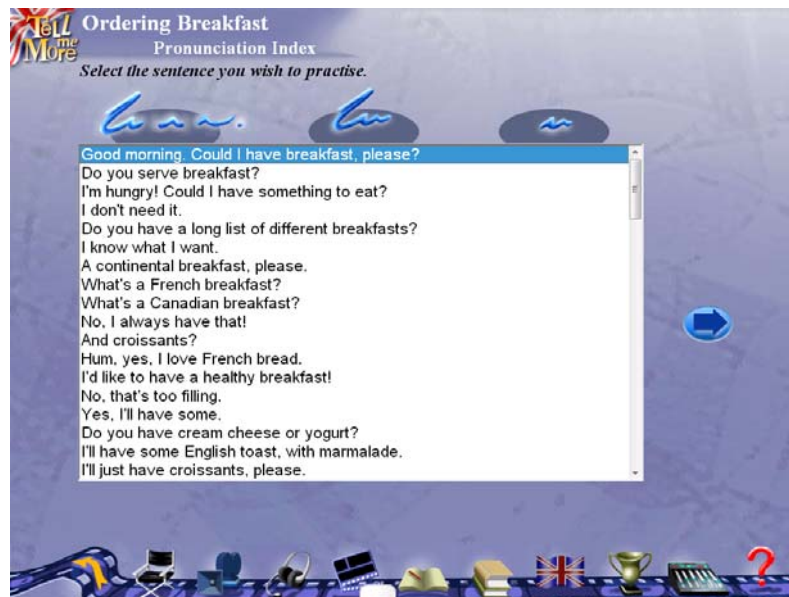


Figure 4.16 : The pronunciation index

There are some options of pronunciations, such as word(s) and sentence pronunciation. The students can click one of them that they want to learn. The picture below is one of the sentence pronunciations that practiced by the students.

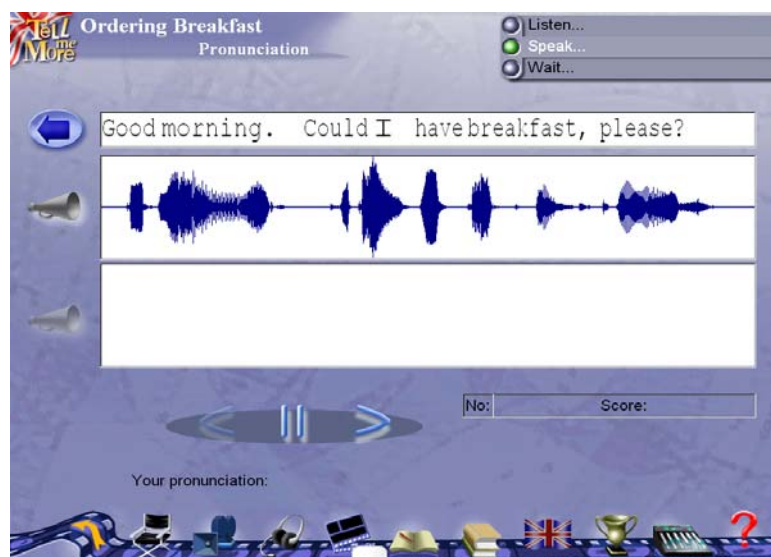


Figure 4.17 : The pronunciation

## 4) Camera

In the part, the students need to understand the video in English language. In this section, the students need to be aware with some videos because each video has a different topic.

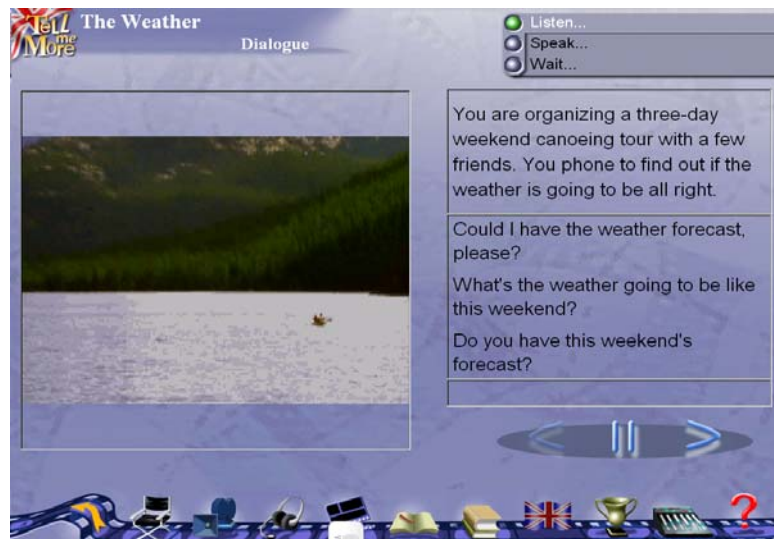


Figure 4.18 : **The dialogue about weather**

## 5) Books

In this part, the students can improve their vocabulary. It also provides explanation about the vocabulary. When the students click some books, the screen of the computer turns to figure 4.19.

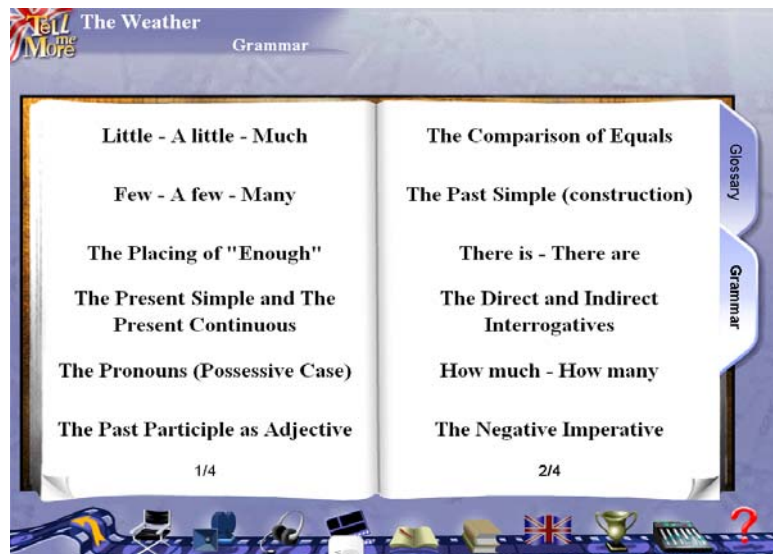


Figure 4.19 : The grammar of the weather

Figure 4.19 above is a list of grammar. The students can click one of the grammars that they want to learn. If the students want to get more explanations (included example how to use it and the definition of the grammar), the students can click one of words, and the picture turns to figure 4.20.



Figure 4.20 : The explanation of grammar



## 6) Trophy

In this part, the students can see the result which they have done before. When the students click the trophy, the screen of the computer turns to figure below.



Figure 4.21 : The lesson report

In Figure 4.21 above, the students can know the scores that they have been reached. The scores consist of the exercises score, video score, dialogue score and pronunciations score.

## 7) Equalizer

In this part, the teacher can choose the level and their needs of the exercises. When the users click the equalizer picture, the screen of the computer turns to figure 4.22.

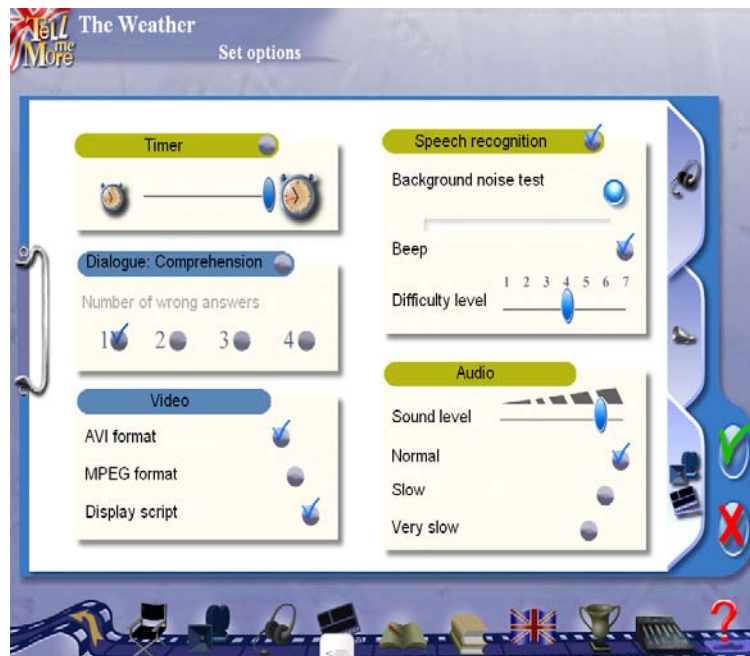


Figure 4.22 : **The set of option**

In Figure 4.22 the teacher can arrange the time, level of dialogue comprehension, format of video, audio and the speech recognition.

#### 8) Question mark symbols

In this part, the teacher can get more explanations about how to use this software. When the teacher clicks the question mark picture, the screen of the computer turns to figure 4.23.



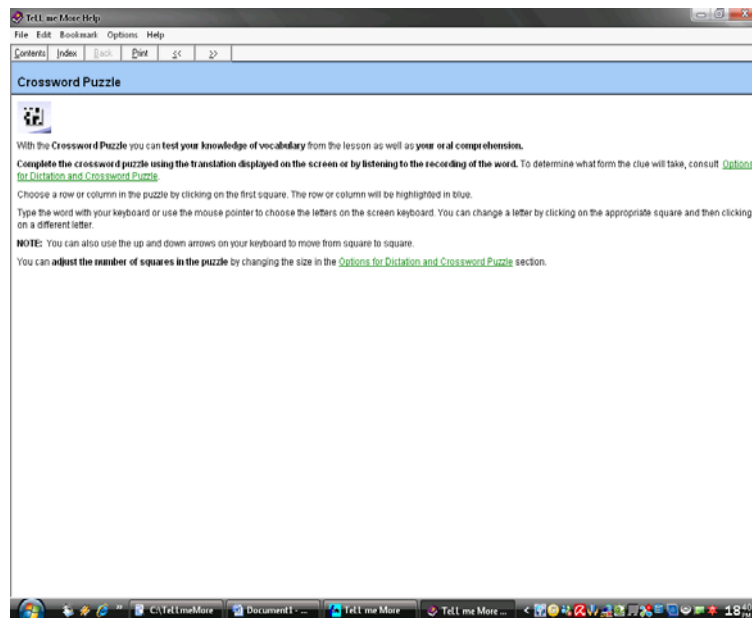


Figure 4.23 : The explanation of crossword puzzle

## 9) Book

In this part, there are some activities for the students to practice their English. These games can be seen on from figures 3.1-3.11.

## 2. Students

Second part is the ease of operation for students. The operation of the students is very simple because the students are not able to operate freely in this software. The students only able to access this software in material practice. The instruction of each exercise is very clear for the students. There are two explanations in delivering the instruction; *Bahasa Indonesia* and English language. The students can choose one of them. In each exercise in software *Tell Me More*, the students are easier to answer all of the questions

because the students only answer by clicking the questions or pronouncing the answers. However, the students of SMP Negeri 1 Depok have limited access to operate it. It is because the teacher controls the using of software *Tell Me More*.

In conclusion, the software *Tell Me More* covers four English skills. The result of the questionnaire supports this statement that the materials of the software *Tell Me More* appropriate with *SK* and *KD* and also has good criteria based on *BSNP*.

## **2. How software *Tell Me More* is used in the English teaching-learning process**

In the English teaching-learning process for the second grade students in SMP Negeri 1 Depok, the teacher started by asking the attendance list of the class. Then, before starting the activities, the teacher gave explanation about what the students learnt for that day and the function of the material they learnt with software *Tell Me More*. In this case, the teacher needs to be aware of the suitable *SK* and *KD* in selecting the materials. This statement is supported by the appropriateness of *SK* and, it can shown in Table 4.3:

Table 4.3: Table of the appropriateness *SK* and *KD*

No	Score			Mean	Explanation
	Sdy	Sgt	A W N		
1.	5	4	4	4,3	The analysis of listening materials based on <i>SK</i> and <i>KD</i>
2.	5	4	4	4,3	
3.	4	4	4	4,0	
4.	5	4	4	4,3	The analysis of speaking materials based on <i>SK</i> and <i>KD</i>
5.	4	4	4	4,0	
6.	4	4	4	4,0	The analysis of writing materials based on <i>SK</i> and <i>KD</i>
7.	4	3	4	3,7	
8.	5	4	4	4,3	
9.	4	4	4	4,0	The analysis of reading materials based on <i>SK</i> and <i>KD</i>

So, before selecting the topic, the teacher should suit the material with *SK* and *KD* they taught. It can be seen in following statements.

*R : Jadi bukan murni langsung pada spesifik gitu ya pak? Mengenai materi yang diajarkan apakah sama dengan syllabus dan curriculum yang ada?*

(So, it's not directly on the specific, is that right sir? Regarding the material which is taught, is it suitable with the existing syllabus and curriculum?)

*S : Ya mas, emang di dalam software ini skill nya saling berhubungan. Nah, kalau masalah materi yang ada itu tinggal menyesuaikan aja mas.*

Yes, in this software the skills are related. Well, about the material we just choose and adjust it (with the curriculum and syllabus).  
(*Appendix 1/Interview 2*)

Then, before starting the activities, the teacher also gave explanation about the material and also example how to do the activities in the software.

If the teacher wanted to improve one skill, for example speaking, the teacher would choose some activities that related to the

speaking skill. If the teacher wanted to improve two or more skills, the teacher could combine various activities in software the *Tell Me More*. It can be seen in the following statement.

S : Jadi gini mas, setiap level software Tell Me More ini mempunyai bermacam-macam topic yang ada mas. Dari topic-topic ini kita (para guru) bisa memilih topic mana yang sesuai dengan kebutuhan, syllabus dan kurikulum yang berlaku mas.  
(It's like this, each level of the software Tell Me More has a variety of topics. From these topics (the teachers) can choose the topic which are compatible with the needs, Syllabus and curriculum that applies.)

R : Oh, jadi software ini memberikan banyak pilihan topic yang bisa disesuaikan dengan kurikulum yang berlaku. Berkaitan dengan penggunaan software ini, apakah dengan menggunakan software ini nilai bahas inggris siswa ini meningkat pak?  
(Oh, so this software provides many options that can be customized with the current curriculum. In connection with the use of this software, by using this software does the English score of the students improve?)

S : Kalau masalah nilai saya bisa dikatakan meningkat mas, walupun tidak signifikan. Tapi siswa itu lebih mudah memahami dan lebih focus kepada materi yang diajarkan dengan menggunakan software ini mas. Dan yang lebih penting mas, siswa itu lebih antusias mengikuti pelajaran bahasa inggris daripada cuma dikelas biasa mas.  
(About the score, I can say it has improved, even though it's not significant. But students are able to understand more easily and focus more on the material taught using this software. And more importantly, students are more enthusiastic about the English lessons than just the regular class.)(*Appendix 1 /Interview 2*)

The teacher reminded the students to obey the rules in using the software *Tell Me More*, because if the students were careless in using this software will cause the computer would be broken. When the students did the activities, the teacher just observed what the students have done. It is because the software *Tell Me More* give direct

feedback when the students made a mistake. In the end of meeting, the teacher gave an individual test based on the materials which have been taught. The purpose is to make the teacher assess the understanding of each student in the teaching learning-process using software *Tell Me More*. The teacher also gave a game to the students to make them more active in the teaching-learning process. It can be seen in the following statement.

*R: emang ada materi nya manarik ya dek?*

(Is there any interesting material?)

*PR: Ya Mas, mang menarik kok selaen soal-soal biasa ada juga soal yang dibuat dalam bentuk game gitu mas.*

(Yes, there is. What makes it interesting is the exercises are made in the form of games.) (*Appendix 1/ interview 4*)

At the end of the English lesson, the teacher reviewed the students about what they had learnt. The teacher also gave motivation to the students to always study English and to improve their English skills.

## **B. Discussion**

This section presents the discussion of the study based on the research findings in the previous sections and the formulation of the problems stated in Chapter I. This section identifies the features of software *Tell Me More*, and the materials of software *Tell Me More*. In this section there are 4 important points which had been discussed from research findings.

**a. Integrate four English skills**

Software *Tell Me More* is a language medium. This software consists of four skills of language. It can be seen in following statements:

- R : *Berarti sudah lama sekali penggunaan software ini ya, Pak? Kemudian skill apa aja yang diajarkan dalam software Tell Me More?*  
(Software *Tell Me More* has been used a long time, hasn't it? And what skills are taught in this software?)
- T : *Software ini mengcover semua skill yang ada, ya listening, speaking, reading dan juga writing skill.*  
(This software covers all the skills, namely listening, speaking, reading and writing skills.)  
**(Appendix 1 /Interview 1)**
- R : *Oh ya Pak, dulu bapak bilang kan katanya software ini mencakup empat skill dalam menggunakan bahasa. Apakah itu benar-benar hanya satu-satu skill yang diajarkan?*  
(Sir, you said that this software includes four skills. Is it true that it taught skills individually?)
- T : *Sebenarnya begini mas, software ini memang mencakup empat skill yang ada, hanya saja skill-skill tersebut dikombinasikan dengan satu sama lain.*  
(Actually, this software covers four (4) existing skills, but all the skills are combined with one another.)  
**(Appendix 1/ interview 2)**

Based on the statements above, it can be concluded that software *Tell Me More* is language software that consists of not only one skill but four English skills.

**b. Have different levels**

Besides covering four skills, this software also has different levels for each grade. It can be seen in following statement.

- T : *Sebenarnya, software ini punya level-level yang berbeda mas. Jadi dari kelas 1 sampai kelas 3 pun bisa menggunakannya.*

*Hanya saja kelas 2 lebih dominan menggunakan software ini.*  
 (Actually, this software has different levels. The first grade until the third students can use it. However, it is the second grade students who mostly use it.  
*(Appendix 1 /Interview 2)*

Based on the interviews above, we know that software *Tell Me More* is language software, which has various levels. The different levels of the materials help the students in understanding the materials. The teachers are able to use this software based on the level they need.

**c. Improve the students' motivation**

This software is very helpful for the teacher and the students. It is not only easier for the teacher to transfer the knowledge but also for students to understand the materials. By using this software, the students also have higher motivation in the teaching-learning process of English. It can be seen in following statements.

*R: percaya diri gimana dek?*

(What do you mean by more confident?)

*P : ya percaya diri mas, mau itu salah atau benar tapi saya berani aja nyobain semua soal yang ada pada software Tell Me More. Trus mas yang pasti disini saya bisa tau kesalahan saya dalam mengeja phrasa dengan benar karena kita bisa mendengar langsung dari orang bule nya langsung mas.*

(Well confident. Whether I'm wrong or right in answering the question in this software, I am not afraid to answer it. And in using this software we can know what our mistake is in pronouncing the

phrase, because we will hear the correct one from the native speaker.) (Appendix 1/interview 3)

**d. Are appropriate with *SK* and *KD***

Table 4.4 : **The analysis of appropriateness of materials with *SK* and *KD***

No	Subjects	Item Numbers	Options					Total
			1	2	3	4	5	
1.	The materials is appropriate with the <i>SK</i> & <i>KD</i> , by the 3 teachers	1,2,3,4,5,6,7,8,9,10			1	24	5	30
2.	The students like the materials, by 37 students	1,2,5				90	20	110

Note:

1=strongly disagree

4= agree

2=moderately disagree

5= strongly agree

3=disagree

From the table above, we can see that the teachers agreed that the materials in software *Tell Me More* were appropriate with Standard Competencies and Basic Competencies. It can be seen in the column Options. From 30 questions of the appropriateness of materials with *SK* and *KD*, teachers agreed with 24 items of the questions, strongly agreed with 5 questions and with 1 disagreed. It means that the materials in the software *Tell Me More* are appropriate with *SK* and *KD* according to the teachers.

The students also liked the materials in the software *Tell Me More*, it can be seen in following statements.

*R: menurut adek lebih enakan mana, antara belajar bahasa ingris dalam kelas biasa atau menggunakan software Tell Me More?*



(What do you think, is it better learn English by using software *Tell Me More* or just in a regular class in the teaching?)

*P: ya lebih enak pake software Tell Me More lah mas.*

(Using software is better.)

*R: mang enaknya kenapa dek?*

(Why?)

*P: enak ya kita bisa langsung nyobain latihan yang diberikan oleh guru.*

(We can directly try the exercise that's given by the teacher.)

*R: lho kan sama aja dek kalau dikelas kan juga bisa nyobain langsung latihannya.*

(Isn't it directly same as you do in the classroom. You can just try the exercises.)

*P: iya mas, emang bisa nyobain langsung latihannya tapi klo pake software Tell Me More qta cuma tinggal click aja apa yang ingin kita pilih gitu mas.*

(Yes we can. However if we use the software, we just click the mouse to choose the answer.)(**Appendix 1/ interview 3**)

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This last chapter discusses the conclusions, implications and related suggestions.

#### **A. Conclusions**

SMP Negeri 1 Depok is located in Depok, Sleman, Yogyakarta. The school is a comfortable place because it is surrounded by a housing complex. Besides, this school is located in the middle of a village. This school has some facilities that support the teaching-learning process.

The software *Tell Me More* is a grant from the government of Sleman regency. This software is as a support the language laboratory in order to make the teaching-learning process of English better. The students of SMP Negeri 1 Depok are encouraged to be able to master English in their level. The aim of the software *Tell Me More* is to increase the students' ability in mastering the English.

In regard to the importance of the software *Tell Me More* in SMP Negeri 1 Depok, it has some effects in the improvement of students' motivation. From the findings in the previous chapter, some conclusions can be drawn as follows.

1. Software *Tell Me More* is a medium of English language which covers four skills and has different level materials for the students. It can be used as supplementary media of teaching-learning process.
2. The materials in the software *Tell Me More* suit the students' needs and the *SK* and *KD* for the junior high school level. It can be in the result of the questionnaire.
3. The teaching techniques which are used are class discussions, role-plays, games and audiovisuals. The discussion technique is the most dominant technique in supporting the use of the software *Tell Me More* in SMP Negeri 1 Depok.
4. The effects of using software *Tell Me More* is the improvement of the students' motivation, and students' skills although it is not significant in learning English.

## **B. Implications**

1. The study shows that using the software *Tell Me More* has positive effect to the students' skills. However, teachers should select the most suitable materials carefully in order to enable them to practice their English skill.
2. The use of software *Tell Me More* increases the students' motivation in learning English. Therefore to make the students became more active in learning English, the teacher should give a training for the students how to use it carefully.

3. The use of other media such as books, software, and CD which has a good appropriateness of materials with *SK* and *KD* should be used in the teaching-learning process.

### **C. Suggestions**

Based on the conclusions and implications mentioned above, there are some suggestions that might be useful in the teaching-learning program. They are presented as follows:

1. To the school

In order to improve the quality of the English teaching-learning program in SMP Negeri 1 Depok, the school should create some programs such as English Day, English Speaking Club, English Debate/ Speech Club and invite the native speakers. These programs might be useful in improving the students' English proficiency.

2. To the English teachers of SMP Negeri 1 Depok

The teachers should use this software more intensively in the teaching-learning process. So, the students can be more familiar with this software and more active in using it

3. To the students of SMP Negeri 1 Depok

The students should improve their English proficiency and skills through the effective use of English in daily communication in the teaching-learning program and exposure to English in their daily communication outside class. By maximizing the use of English in

their daily communication, the students will be more familiar in using English so that they will be motivated to join and involve themselves actively in any activities in the teaching-learning process. The students can use this software to practice their English.

4. To the other researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar research for example on how to improve the effectiveness of the teaching-learning process.

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## INTERVIEW TRANSCRIPTS

### Interview I

**Date:** February, 4<sup>th</sup> 2010

**Day:** Thursday

**Time:** Break time (in sport hall)

**R:** Researcher

**Respondents:** Sudaryanto, S.Pd. (an English teacher) > (S)

*R : Selamat siang pak, maaf mengganggu bapak. Bisa minta waktu nya sebentar?*

(Good afternoon sir, sorry to disturb you. Could I ask for a moment of your time?)

*S : Saya yang minta maaf, neh saya yang udah janjiin malah saya anggurin. Kebetulan pihak sekolah besok sabtu ada acara untuk karya wisata dalam rangka untuk siswa mencoba speaking skill mereka dan mengenal langsung kebudayaan mereka.*

(I'm sorry, I'm that promised and then forgot. Incidentally, the school will be having a study tour next Saturday in order to give the students an opportunity to try their speaking skill and know their culture directly.)

*R : oh gitu pak, saya mau ngganggu bentar mau bertanya-tanya sedikit pak tentang software 'Tell Me More'.*

(I'd like to impose on you for a moment, I want to ask a bit about the software 'Tell Me More'.)

*S : oh silahkan, apa yang bisa saya bantu?*

(Oh please, what can I do for you?)

*R : software 'Tell Me More' ini program sekolah atau pemerintah pak?*



(Is the software 'Tell Me More' a part of the school program or government program?)

*S : Software 'Tell Me More' ini diberikan oleh Pemerintah Kota Sleman ketika pihak sekolah mengajukan proposal untuk meminta bantuan pembangunan laboratorium bahasa.*

(The Software 'Tell Me More' was given by the City Government of Sleman, when the school submitted a proposal to ask for help building a language laboratory.)

*R : oh begitu, kemudian tepatnya kapan penggunaan software 'Tell Me More' yang diberikan oleh Pemerintah ini?*

(And then, when exactly was the software 'Tell Me More' given by the Government put into use?)

*S : Software 'Tell Me More' ini sudah lama diberikan, sudah 4 tahun yang lalu, tepatnya tahun 2006.*

(This 'Tell Me More' Software was given a long time ago, it's already been four years, in 2006 to be exact.)

*R : berarti sudah lama sekali penggunaan software ini ya pak? Kemudian skill apa aja yang diajarkan dalam software 'Tell Me More'.*

(So the software 'Tell Me More' has been in used a long time, hasn't it? And what skills are taught in this software?)

*S : software ini mengcover semua skill yang ada, ya listening, speaking, reading dan juga writing skill.*

(This software covers all the skills, namely listening, speaking, reading and writing skills.)

*R : Berarti software ini cukup efektif dalam mengajar bahasa inggris yang mencakup empat(4) skill ya pak?*

(It means that this software is quite effective in teaching the English language which includes the four (4) skills, right sir?)

*S : Ya, software ini sangat membantu baik guru maupun murid dalam proses belajar-mengajar. Sebelumnya, saya minta maaf. Saya masih mau mengordinisir siswa buat persiapan study tour. Besok kita sambung di lain hari. Saya minta maaf.*

(Yes, this software helps both teachers and students in the teaching-learning process. I apologize in advance. I still have to coordinate the students to prepare for the study tours. We will continue this on another day. I'm sorry.)

*R : Ya pak, saya yang minta maaf sudah mengganggu dan datang di waktu yang tidak tepat. Saya permisi dulu pak, terima kasih buat wawancaranya.*

(Yes sir, I'm sorry I disturbed you and came at a bad time. So excuse me sir, thank you for the interview.)

*S : Sama-sama mas, nanti kalau ada apa-apa langsung kesekolah aja.*

(You're welcome. Later, if there's something that you want to ask just come directly to school.)

*R : Iya pak, terima kasih.*

(Okay sir, thank you.)

*(karena sedang mengordinasi siswa untuk persiapan study tour, Pak Sudaryanto minta karena tidak bisa melanjutkan interview.)*

## Interview II

**Date:** February, 24<sup>th</sup> 2010

**Day:** Wednesday

**Time:** In the teaching learning process (in language lab)

**R:** Researcher

**Respondents:** Sudaryanto, S.Pd. (an English teacher) > (S)

*R : Selamat pagi pak.*

(Good morning, sir.)

*S : Selamat pagi mas, maaf mas nungguin lama ya? Saya tadi lagi ngurusin sound system untuk penyuluhan kelas tiga (3) buat UAN. Soalnya, sebagian gurunya juga kebetulan lagi tidak ada di sekolah.*

(Good morning, I am sorry, have you been waiting a long time? I was taking care of the sound system for the counseling of the third (3<sup>rd</sup>) grade (preparation) for the national exam. You see, (as it happens) some of the teachers are not in school right now.)

*R : Gak kok pak, saya juga baru datang tadi. Cuma sebentar nungguin bapak.*

(No problem sir, I just arrived here myself. I've only been waiting for a while for you, sir.)

*S : Apa yang bisa saya bantu mas?*

(What can I do for you?)

*R : begini pak, kemaren saya kan belum dapat data yang komplit tentang penggunaan software 'Tell Me More', saya ingin bertanya seputar itu pak.*

(The thing is sir, yesterday I was not yet able to complete the data on the use of the software 'Tell Me More', I wanted to ask about that sir.)

*S : oh gitu, mari ikut saya langsung aja kita ke lab bahasa sekalian mas entar bisa tau kondisi ruang lab bahasanya.*

(Is that so, come with me now to the language lab and you will know about the condition of our language lab.)

*R : oh kebetulan sekali pak, saya juga ingin mengambil beberapa gambar buat melengkapi data yang ada.*

(Oh what a coincidence sir, I also want to take some pictures to complete my data.)

*S : (sambil jalan) sebenarnya ruang lab bahasa kita ini kurang memadai karena ruangnya terlalu sempit.*

((On the way) actually our language lab has inadequate space because the room is too narrow.)

*R : lho kok bisa pak? Bukannya lab ruangan baru?*

(How come, sir? Is it a new lab?)

*S : Sebenarnya ini lab darurat mas, karena tempat dan dana yang terbatas jadi ruang perpustakaan kita rubah jadi lab bahasa ini. Dan dana lab ini pun kita dapat dari kita mengajukan proposal ke pemerintah.*

(Actually this is an emergency lab, because of limited funds and space so our library was changed into the language lab is. And even the funding for this lab we got from a proposal that we submitted to the Government.)

*R : oh begitu pak, trus kalau software ini juga merupakan bantuan pemerintah juga pak?*

(Alright, then is this software also a government aid package as well sir?)

*S : Nah, kalau software ini merupakan bonus dari pemerintah untuk memajukan proses belajar mengajar bahasa inggris. (masuk kedalam Lab)*

(Now, this software is a bonus from the government to improve English language teaching and learning process.) (Entering into the Lab)

*R : Oh begitu pak.*

(Oh, that's great.)

*S : (masuk kedalam lab) Silahkan mas, maaf mas kotor banget Labnya karena jarang dibersihkan.*

(Entering into the lab) (Please come in, I'm sorry this lab is very dirty because this lab is rarely cleaned.)

*R : Gak apa-apa pak. Ada berapa computer pak yang ada di lab ini?*

(It's okay sir. How many computers are there in this lab, sir?)

*S : Seperti yang mas bisa liat sendiri, semuanya ada 22 komputer termasuk 1 komputer operator dan 1 komputer khusus untuk guru.*

(As you can see, there are 22 computers including an operator computer and one computer specifically for teachers.)

*R : lho, kok computer untuk operator dan computer untuk guru berbeda pak?*

(I am sorry sir, what makes the operator computer and computer for the teacher different?)

*S : Ya mas, masalahnya kalau computer buat guru itu khusus untuk tentang data-data guru, ya nilai murid, materi yang udah diajar dan juga silabus. Dan computer untuk operator ini hanya untuk mengoperasikan dan mengendalikan semua computer yang ada disini.*

(The problem is the computer for the teacher was specifically made for the teacher to save the teacher's data, student score, the material already taught and also the syllabus. And this

operator computer is a computer that is used just to operate and control all the computers that are here.)

*R : Oh begitu pak, kemudian jumlah murid yang masuk ke lab ada berapa murid pak?*

(Oh, then how many students are able to use the lab, sir?)

*S : Ya tiga puluh enam murid (36) mas, kan satu kelas ada tiga puluh enam murid.*

(Well, thirty-six students (36), because in one class there are thirty-six pupils.)

*R : kalau begitu, satu computer ini buat 2 orang ya pak?*

(Then, one computer for two people sir?)

*S : Ya begitulah mas, karena terbatasnya dana sekolah yang ada. Ya kita mau gak mau harus menggunakan fasilitas seadanya.*

(Yes that's the situation, because of the limited existing school funds. Well like it or not we have to use what's available.)

*R : oh gitu ya pak, kemudian apakah semua nya(computer) juga dalam keadaan yang baik?*

(Oh really, then are all the computers in good condition?)

*S : untuk sementara ini, yang dalam keadaan normal cuman 15 komputer mas. Ya maklum lah, karena kendala yang dihadapi dalam menggunakan perangkat computer ya rawan kerusakan mas.*

(At this moment, the computers which are in normal condition are only 15 computers. As you know, the computer is more easily damaged if used by someone who doesn't know how to use it properly.)

*R : rusak apanya pak?*

(What part gets broken?)

*S : Ya rusak CPU mas. Biasa mas, anak-anak kan sukanya otak-atik apa aja gitu mas.*

(Well the CPU gets broken. As usual, kids like to fiddle about and try out whatever they want to try.)

*R : emangnya gak ada peraturan yang diterapkan untuk menggunakan perangkat computer ya pak?*

(Is there no rule in place for using the computer sir?)

*S : Ya adalah mas, ya namanya juga anak-anak mas.*

(Yes, there is, but as you know kids will be kids.)

*R : Betul juga pak, terus kalau rusak gini bagaiman pak?*

(That's true sir, and then if it breaks how do you fix it?)

*S : Ya pihak sekolah akan memanggil teknisi yang akan segera memperbaiki kerusakan yang ada, tapi hanya saja untuk sekarang guru-gurunya lagi sibuk untuk persiapan UAN mas.*

(Well, the school will call a technician who will immediately repair the damage. However, now the school is busy because we are preparing for the UAN.)

*R : Oh gitu pak. Oh iya pak, yang menggunakan software ini apakah cuma bapak aja?*

(Alright. Oh yes sir, is there any other teacher who use this software (besides you), sir?)

*S : Kebetulan disini ada tiga (3) guru bahasa inggris mas, dan semuanya juga menggunakan. Hanya saja intensitasnya berbeda setiap gurunya.*

(Well actually, there are three (3) English teachers here, and all of them also use it. It's just that each teacher uses it with a different intensity.)

*R : Lalu, software ini biasa diaplikasikan ke kelas berapa pak?*

(Then, to what class can this software be applied?)

*S : Sebenarnya, software ini punya level-level yang berbeda mas. Jadi dari kelas 1 sampe kelas 3 pun bisa menggunkannya. Hanya saja kelas 2 lebih dominan menggunkan software ini.*

(Actually, this software has different levels. The first grade until the third students can use it. However, it is the second grade students who mostly use it.)

*R : Oh gitu, berarti kelas 2 yang lebih sering ya pak?*

(Oh, so that means second grade students use it more than others?)

*S : Ya mas.*

(Yes that's right.)

*R : Oh ya pak, dulu bapak bilang kan katanya software ini mencakup empat (4) skill dalam menggunkan bahasa, apakah itu benar-bener cuma satu-satu skill yang diajarkan?*

(Sir, you said that this software includes four skills. Is it true that it taught skills individually?)

*S : Sebenarnya gini mas, software ini emang mencakup empat (4) skill yang ada, hanya saja skill-skill tersebut dikombinasikan dengan satu sama lain.*

(Actually, this software covers four (4) existing skills, but all the skills are combined with one another.)

*R : Jadi bukan murni langsung pada spesifik gitu ya pak? Mengenai materi yang diajarkan apakah sama dengan syllabus dan curriculum yang ada?*

(So, it's not directly on the specific, is that right sir? Regarding the material which is taught, is it suitable with the existing syllabus and curriculum?)

*S : Ya mas, emang di dalam software ini skill nya saling berhubungan. Nah, kalau masalah materi yang ada itu tinggal menyesuaikan aja mas.*



Yes, in this software the skills are related. Well, about the material we just choose and adjust it (with the curriculum and syllabus).

*R : Maksudnya pak?*

(What do you mean sir?)

*S : Jadi gini mas, setiap level software 'Tell Me More' ini mempunyai bermacam-macam topic yang ada mas. Dari topic-topic ini kita (para guru) bisa memilih topic mana yang sesuai dengan kebutuhan, syllabus dan kurikulum yang berlaku mas.*

(It's like this, each level of the software 'Tell Me More' has a variety of topics. From these topics (the teachers) can choose the topic which are compatible with the needs, Syllabus and curriculum that applies.)

*R : Oh, jadi software ini memberikan banyak pilihan topic yang bisa disesuaikan dengan kurikulum yang berlaku. Berkaitan dengan penggunaan software ini, apakah dengan menggunakan software ini nilai bahas inggris siswa ini meningkat pak?*

(Oh, so this software provides many options that can be customized with the current curriculum. In connection with the use of this software, by using this software does the English score of the students improve?)

*S : Kalau masalah nilai saya bisa dikatakan meningkat mas, walaupun tidak signifikan. Tapi siswa itu lebih mudah memahami dan lebih focus kepada materi yang diajarkan dengan menggunakan software ini mas. Dan yang lebih penting mas, siswa itu lebih antusias mengikuti pelajaran bahasa inggris daripada cuma dikelas biasa mas.*

(About the score, I can say it has improved, even though it's not significant. But students are able to understand more easily and focus more on the material taught using this

software. And more importantly, students are more enthusiastic about the English lessons than just the regular class.)

*R : wah jadi, siswa lebih tertarik dengan menggunakan software ini. Berarti software ini cukup berhasil dalam menarik perhatian siswa.*

(Wow, it means students are more interested in using this software. Which means this software is quite successful in attracting students' attention.)

*S : Ya mas, ini lah keunggulan Multimedia yang memanfaatkan dua media sekaligus.*

(Yes, in fact this is the advantages of Multimedia that utilizes two media simultaneously.)

*R : Ya pak, multimedia memang lebih memiliki kelebihan dibanding jenis media lain.*

*Sebelumnya terima kasih pak, buat interview nya, maaf saya dan mengganggu waktu bapak.*

(Yes sir, multimedia does have more advantages compared to other media types. Thank you sir, for the interview, and I'm sorry for intruding and taking up your time.)

*S : Dengan senang hati mas, saya akan membantu bapak kebetulan saya juga ada acara buat ngisi penyuluhan untuk anak kelas tiga (3) untuk persiapan UAN.*

(Not at all, I'm happy to be of help. Incidentally I also have plans for giving counseling for grade three (3) for the preparation of the national exams.)

*R : Terima kasih sekali pak, kalau begitu saya langsung pamit aja pak. Permisi pak.*

(Thank you very much sir, I suppose I'll excuse myself. Thank you, sir.)

*S : Sama-sama mas, silahkan.*

(You're welcome.)

**Interview III****Date: February, 11 may 2010****Day: Thursday****Time: Break time (in the class)****R: Researcher****Respondents: Putut Ghofari Latief (student)> (P)**

*R: selamat pagi dek.*

(Good morning.)

*P: selamat pagi juga mas.*

(Good morning.)

*R: boleh saya Tanya-tanya sama adik?*

(May I ask you some questions?)

*P: boleh mas, tapi masalah apa ya?*

(Yes, of course. What's it about?)

*R: masalah software 'Tell Me More', udah pernah nyobain kan?*

(It is about the software 'Tell Me More', have you tried it?)

*P: oh udah mas, kenapa mas?*

(Yes, I've tried it. What's wrong?)

*R: menurut adek lebih enakan mana, antara belajar bahasa ingris dalam kelas biasa atau menggunakan software 'Tell Me More'?*

(What do you think, is it better learn English by using software ‘Tell Me More’ or just in a regular class in the teaching?)

*P: ya lebih enakan pake software ‘Tell Me More’ lah mas.*

(Using software is better.)

*R: mang enaknya kenapa dek?*

(Why?)

*P: enaknya ya kita bisa langsung nyobain latihan yang diberikan oleh guru.*

(We can directly try the exercise that’s given by the teacher.)

*R: lho kan sama aja dek kalau dikelas kan juga bisa nyobain langsung latihannya.*

(Isn’t it directly same as you do in the classroom. You can just try the exercises.)

*P: iya mas, emang bisa nyobain langsung latihannya tapi klo pake software ‘Tell Me More’ qta cuma tinggal click aja apa yang ingin kita pilih gitu mas.*

(Yes we can. However if we use the software, we just click the mouse to choose the answer.)

*R: oh begitu. Terus kalau latihan yang ada gimana menurut adik?*

(I see. And then, what do you think of the exercises in the software?)

*P: kalau menurut saya seh, baik materi maupun soalnya lebih menarik mas.*

(I think, both the exercises and the material are interesting.)

*R: menarik gimana dek?*

(What makes it interesting?)

*P: menariknya kita gak cuma bisa Nge klik jawaban yang kita pilih mas, tapi kita juga bisa mencoba ketepatan suara kita dalam mengeja sebuah phrasa gitu mas.*

(Yeah, we can not only just click the answer that we choose, but also we can try the correctness of our pronunciation in pronouncing a phrase.)

*R: oh begitu ya? Jadi adik juga sudah pernah nyobain latihan untuk pronounce the words ya?*

(I see. So you've tried the pronunciation exercises?)

*P: Ya mas, kita sudah nyobain itu kok. Seru mas.*

(Yes we have, we've tried it. It's great.)

*R: kemudian, adik ngerasa ada peningkatan gak dalam menggunakan software 'Tell Me More' dalam pelajaran bahasa inggris ini?*

(Then, do you feel that in using this software your English skill is improving?)

*P: Ya kalau dengan menggunakan software ini, saya lebih percaya diri mas.*

(Yeah, by using this software, I feel more confident.)

*R: percaya diri gimana dek?*

(What do you mean by more confident?)

*P : ya percaya diri mas, mau itu salah atau bener tapi saya berani aja nyobain semua soal yang ada pada software 'Tell Me More'. Trus mas yang pasti disini saya bisa tau kesalahan saya dalam mengeja phrasa dengan bener karena kita bisa mendengar langsung dari orang bule nya langsung mas.*

(Well confident. Whether I'm wrong or right in answering the question in this software, I am not afraid to answer it. And in using this software we can know what our mistake is in pronouncing the phrase, because we will hear the correct one from the native speaker.)

*R: wah, berarti senang dunk pakai software 'Tell Me More'?*

(So, you are happy in using the software 'Tell Me More'?)

*P: ya jelas seneng lah mas.*

(Yes of course.)

*R: ya bagus dek, makaseh ya dek buat info dan waktunya ya..*

(That's great, thank you for the information and your time.)

*P; Ya mas, sama-sama.*

(You're welcome.)

**Interview IV****Date: February, 11 may 2010****Day: Thursday****Time: Break time (in the class)****R: Researcher****Respondents: Rimadilla Rizki Linauliyamara (student)> (PR)***R: selamat pagi dek.**(Good morning)**PR: selamat pagi mas. Ada apa mas?**(Good morning. What's up?)**R: gak ada apa-apa kok, saya cuman mau tanya-tanya adik aja tentang penggunaan software 'Tell Me More'. Adik sudah pernah nyobain kan?**(Nothing, I just want to ask you some questions about the use of the software 'Tell Me More'. Have you tried it?)**PR: oh, software 'Tell Me More' yang ada di lab bahasa kan mas?**(Oh, the software 'Tell Me More' which is in the lab?)**R: iya dek, dah pernah nyobain kan?**(Yes, you've tried it, haven't you?)**PR: udah kok mas, emangnya kenapa mas?**(I have, why?)**R: Ya Cuma tanya aja dek. Menurut adik, dalam proses pembelajaran bahasa ingris lebih enak di kelas biasa atau di lab dengan menggunakan software 'Tell Me More'?*

(I just want to ask some questions. What do you think, is it better to use the software ‘Tell Me More’ or just a regular class in the teaching learning process of English?)

*PR: ya lebih enakan pake software lah mas.*

(Of course it’s better to use software.)

*R: lha kenapa dek?*

(Why?)

*PR: Materi dan soal-soal yang ada itu membuat kita lebih aktif mas, daripada dikelas gitu.*

(The exercises and the material make us more active than in the class.)

*R: emang ada materi nya menarik ya dek?*

(Is there any interesting material?)

*PR: Ya Mas, yang menarik kok selain soal-soal biasa ada juga soal yang dibuat dalam bentuk game gitu mas.*

(Yes, there is. What makes it interesting is the exercises are made in the form of games.)

*R: game kaya gimana dek?*

(What do you mean by game?)

*PR: ya game kaya guessing sebuah benda, trus nyocokin kata-kata gitu mas.*

(Just games like guessing something and a game by matching the words.)

*R: lho klo dibuku kan juga ada kan dek?*

(Isn’t it like in a book?)

*PR: iya seh mas, tapi lebih seneng aja mas secara kita tinggal click aja semuanya dan gambarnya juga menarik mas.*



(Yes it is, but it is more fun because we just click all the answer and the pictures are interesting.)

*R: Sesudah menggunakan software 'Tell Me More', apa ada peningkatan dengan kemampuan adik dalam bahasa inggris?*

(After using the software 'Tell Me More', is there any improvement in your English skill?)

*PR: kalau peningkatan seh mungkin belum ada mas, tapi kalau yang laen ada mas.*

(There may not be any improvement yet, but there is something else.)

*R: Apa dek?*

(What is it?)

*PR: Yang pasti dengan menggunakan software ini, kita bisa lebih tau cara yang benar mengeja sebuah phrasa, kita bisa tau cara untuk menyusun sebuah kata, dan yang pasti gamenya juga nambah kosa kata mas.*

(In using this software, we know how to pronounce the phrase, and we also know how to arrange the word into a sentence and by playing the game, our vocabulary increases.)

*R: oh gitu dek, jadi banyak ya dampak positifnya ke adik?*

(I see, so there are some positive effects for you?)

*PR: Ya mas, pokoknya lebih mudah dimengerti lah kalau pake software ini tuh. Tapi, kalau keseringan juga bisa membosankan mas.*

(Yes. Basically by using this software English is easier to understand. However, if we always use it, we will get bored.)

*R: lho bosen kenapa dek?*

(Why it can make you bored?)

*PR: ya bosennya a kalau gak diterangin dulu mas. Kan kalau dalam software ini kan lebih ke gimana kita ngerjain soalnya aja mas.*

(Yeah, we bored if the teacher not explains it first. This software is more focus how we can answering the question.)

*R: oh gitu tapi senang kan? Ya sudah dek, makasih buat wawancara dan waktunya ya?*

(Alright, do you happy, don't you? That's all, thank you for the interview and your time.)

*PR: sama-sama mas.*

(You're welcome.)

## FIELD NOTES

### FIELD NOTE I

**Hari** : **Jumat** **Jam** : **07.00-09.00**  
**Tanggal** : **11 May 2010** **Kelas** : **XII (E)**  
**Teacher** : **Mr. Sudaryanto, S.Pd.**

1. Guru masuk kelas dan kemudian menyapa siswa –siswi kelas XII/ E  
“Good morning students, how are you?” said the teacher.
2. Kemudian siswa menjawab “Good morning, sir. I am fine, and you.”
3. Guru kemudian menyuruh siswa untuk memulai kegiatan proses belajar mengajar dengan berdoa.
4. Guru meminta siswa untuk tenang, dan menunggu dari “Be quiet please, we still waiting the pray from the center. I hope you will be patient of it (tidak lama kemudian, pusat memulai berdoa)”.
5. Setelah berdoa, guru kemudian mengabsen para siswa untuk mengisi daftar hadir siswa. Now, I will call your name, if I call your name please raise your hand, and say ‘Yes’, said teacher”
6. Ditengah-tengah mengabsen, ada dua orang siswa yang datang terlambat. Guru meminta kedua siswa tersebut untuk maju kedepan. Guru menanyakan alasan kenapa kedua siswa itu datang terlambat.

7. Gurupun kemudian memulai proses belajar mengajar dengan meriview pelajaran yang sudah diajarkan minggu kemarin dengan menyebutkan materi yang akan diberikan yaitu asking opinion.
8. Guru menanyakan siswa tentang asking opinion, "Diaz, what do you think about nokia? She is beautiful", Said Diaz. "And Nokia, what do you think about diaz? She is handsome", said Nokia
9. Kemudian guru menyuruh salah satu murid untuk maju kedepan dan menyuruh siswa tersebut untuk menanyakan pendapat siswa lain tentang sesuatu. "Nokia, please come here. And please ask one of your friend about something," teacher said. "Ok. Tia, what do you think about Bangkit? " Said Nokia. "He is naughty," said Tia.
10. Sebelum memulai pelajaran, guru menjelaskan kembali tata cara penggunaan computer dan urutan dari computer.
11. Setelah meriview pelajaran minggu lalu dan menjelaskan tata cara, guru mulai menjelaskan tentang pelajaran yang akan diajarkan kepada para siswa.
12. Pelajaran yang akan diajarkan ke siswa adalah tentang pronunciations dan jumble sentence.
13. Guru menyuruh siswa untuk melihat layar computer. 'Anybody know about jumbled sentence?' Said teacher. 'Jumble sentence itu adalah susunan kata acak yang terdapat dalam sebuah kalimat pak!' said one of students.

14. Setelah itu guru menyuruh siswa untuk melihat layar computer.  
Kemudian guru mencontohkan tentang menyusun jumble sentence.
15. Setelah mencontohkan, guru bertanya 'who want to try this exercise?'  
said teacher. Kemudian salah satu siswa mengangkat tangannya, dan mencoba latihan itu.
16. Guru memberikan pujian kepada siswa, 'Good nokia, who else? Said teacher.
17. Setelah itu, guru menyuruh siswa untuk mengerjakan latihan yang telah dicontohkan oleh guru.
18. Guru menyuruh siswa untuk menuliskan user name dan password mereka untuk di nilai oleh guru.
19. Setelah selesai mengerjakan latihan, guru mengajarkan materi baru tentang pronunciations.
20. Guru memberikan penjelasan tentang materi yang diajarkan.
21. Kemudian guru memberikan contoh kepada siswa bagaimana cara melafalkan kalimat secara benar.
22. Guru memberikan kesempatan beberapa siswa untuk maju kedepan dan mencoba melafalkan beberapa kalimat yang secara langsung bisa dilihat hasilnya.
23. Setelah menyuruh beberapa siswa untuk mencoba kedepan, guru memberikan kesempatan bagi siswa yang lain untuk mencoba sendiri-sendiri.

24. Setelah itu, guru memberikan soal jumble sentence yang harus disusun secara lisan.
25. Guru memberikan contoh terlebih dahulu kepada siswa, kemudian menyuruh siswa untuk mencobanya sendiri-sendiri.
26. Setelah semua aktivitas telah diselesaikan, guru menanyakan tentang apa saja kendala yang dihadapi para siswa.
27. Kemudian, guru memberikan pekerjaan rumah kepada para siswa.
28. Karena waktu yang terbatas, guru menutup proses belajar mereka dengan mengingatkan kembali kepada para siswa untuk mengerjakan pekerjaan rumahnya dan mengucapkan 'goodbye and don't forget to do your homework.' Said teacher.

**FIELD NOTE II**

**Hari** : **Jumat** **Jam** : **07.00-09.00**  
**Tanggal** : **21 May 2010** **Kelas** : **XII (E)**  
**Teacher** : **Mr. Sudaryanto, S.Pd**

1. Guru mulai memasuki kelas dan menyapa siswa-siswi yang ada didalam kelas “Good morning students”, said the teacher.
2. Kemudian siswa menjawab “Good morning, sir”
3. Guru kemudian menyuruh siswa untuk memulai proses belajar mengajar dengan berdoa.
4. Dengan suara dari pengeras suara yang memimpin doa, guru mengajak siswa untuk mengikuti pembacaan doa dengan khidmat.
5. Gurupun kemudian memulai kegiatan conversation dengan menanyakan tentang sarapan, karena tema pada hari itu adalah “Menu”
6. Guru kemudian menyuruh siswa untuk menghidupkan computer mereka masing-masing.
7. Siswa disuruh guru untuk melihat layar computer mereka, kemudia guru menyanyakan tentang gambar-gambar yang ada pada layar.  
‘What is it?’
8. Siswa menjawab semua pertanyaan tentang gambar-gambar yang ada pada layar kpomuter
9. Guru memberikan contoh tentang menu sarapan yang dimakan oleh native yang berbeda dengan menu sarapan yang dikonsumsi oleh orang Indonesia .

10. Setelah guru menenrangkan tentang perbedaan menu sarapan orang asing dengan orang Indonesia, guru menyuruh mengulang beberapa nama makanan. “please repeat after me. Croissant!”
11. Kemudian siswa siswi mulai menirukannya.
12. Guru memberikan contoh lain tentang cara bertanya seorang pramusaji sebuah restoran dan pelanggan menjawab misalnya “can I help you sir/mam ? yes, I want a cup of hot chocolate and a fried rice please
13. Siswapun menirukan dan mempelajari semua contoh tersebut.
14. Lalu guru meminta siswa untuk memperhatikan video yang diputar di layar computer mereka
15. Guru memberikan beberapa soal yang harus dicoba oleh para siswa.
16. Sebelum itu, guru memberikan contoh terlebih dahulu tentang setiap soal yang akan diberikan.
17. Setelah memberikan contoh kepada siswa, guru menyuruh siswa untuk mencoba setiap soal yang ada sampai semuanya selesai.
18. Guru memberikan waktu 1 jam pelajaran untuk mencoba soal-soal yang ada di layar computer mereka.
19. Setelah satu jam, guru menyuruh beberapa orang siswa untuk menjawab pertanyaan seputar soal yang mereka kerjakan.”riandita, look to you screen, what is it? said teacher. Siswa pun menjawabnya “it is a bunch.’
20. Setelah memberikan pertanyaan seputar soal latihan yang diberikan, guru kemudian membagi 36 siswa tersebut menjadi 2 kelompok.



21. Guru membuat sebuah kuis untuk menguji siswa apakah siswa-siswa tersebut itu benar-benar mencoba atau tidak.
22. Dua kelompok tersebut saling adu cepat untuk menjawab setiap pertanyaan yang diberikan guru.
23. Dan tidak terasa waktu pun habis, guru pun mengucapkan 'See you next week and goodbye.'

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### **Interview Guideliness**

The descriptive analysis of using the software “Tell Me More” in SMP Negeri

1 Depok in Academic years 1009-2010

1. Kapan grants software “Tell Me More” ini diberikan?

**Jawaban:** software “Tell Me More” diberikan pada tahun 2006. Disini sekolah mengajukan proposal kepada pemerintah kabupaten untuk diberikan lab bahasa yang juga diberikan satu set software “Tell Me More”.

2. Apa tujuan Grants software “Tell Me More”?

**Jawaban:** software ini diberikan untuk menunjang lab bahasa dan juga untuk menunjang proses belajar mengajar bahasa inggris.

3. Bagaimana reaksi siswa-siswi mengenai penggunaan software “Tell Me More” untuk mendukung kegiatan mengajar bahasa inggris?Jelaskan?

**Jawaban:** siswa-siswi sangat menyukai software tersebut. Software ini memiliki materi yang interaktif, dimana para siswa akan lebih mudah untuk bekonsentarsi pada materi yang diajarkan.

4. Mulai dari kelas berapa penggunaan software “Tell Me More”?

Apakah semua guru bahasa inggris juga menggunakan ssoftware ini?

**Jawaban:** software ini digunakan dari kelas 7 sampai kelas 9, hanya saja intensitas dan level nya berbeda dari setiap kelas yang diajarkan.

5. Apakah kendala yang dihadapi dalam penggunaan software “Tell Me More”?

**Jawaban:** software ini tentu saja memiliki kendala. kendalanya adalah software ini sangat sensitive. Siswa merupakan factor yang sering kali membuat software ini rusak.

6. Jikalau ada kendala, apa solusi yang digunakan dalam menyelesaikan hambatan atau kendala tersebut?

**Jawaban:** tentu saja jika software ini rusak, pihak sekolah akan segera memperbaikinya. Oleh karena itu, untuk para siswa akan terlebih dahulu diberikan penejelasan menggunakan software ini dan apabila melakukan kesalahan yang disengaja akan diberikan sanksi.

7. Bagaimana dengan materi-materi yang tersedia? Apakah sudah sesuai dengan SK dan KD yang ada?

**Jawaban:** software ini menyediakan 4 skill yang harus dikuasai oleh siswa. Materi yang ada cukup beragam, guru hanya cukup memilih materi yang ingin diajarkan yang disesuaikan dengan SK dan KD.

8. Apakah siswa-siswi menyukai materi tersebut? mengapa?

**Jawaban:** siswa sangat teretarik dengan software ini, karena software ini menyediakan materi yang menarik dan mudah dipahami yang di tampilkan kedalam visual dan juga audio yang membantu siswa untuk lebih konsentrasi.

9. Apakah materi yang diajarkan selalu berbeda setiap pertemuan?

**Jawaban:** materi yang diajarkan itu biasanya disesuaikan dengan kebutuhan guru dan murid, jika perlu diulang maka bisa diulang, jika tidak maka akan dilanjtkan dengan materi yang berbeda.

10. Skill Apa saja yang diajarkan dala m software “Tell Me More”?

**Jawaban:** software ini mengajarkan 4 skill yaitu listening, reading, speaking and writing. Tetapi skill ini bisa digabung dalam satu pelajaran.

11. Kapan guru menggunakan fasilitas tersebut?

**Jawaban:** guru akan menggunakan software ini jika diperlukan. Maksudnya, biasanya guru (saya sendiri) menggunakan software ini jika dipetrlukan untuk memnerikan materi tambahan yang lebih jelas untuk siswa.

12. Apakah guru menggunakan metode komunikatif dalam mengajar?

**Jawaban:** ya, software ini menunjang pihak guru untuk lebih mudah berkomunikasi dengan siswa. Dengan software ini, guru bisa bertanya langsung kepada murid dengan menggunakan bantuan headset yang menjadi satu set dalam software ini.

13. Apa saja teknik mengajar yang digunakan para pengajar ?

**Jawaban:** Pada dasarnya, kita (guru) bisa menggunakan metode apa saja dalam mengajar dengan menggunakan software ini, hanya saja akan terhambat dengan cara penyampaian. Saya sendiri biasanya akan menggunakan metode komunikatif dan langsung.

14. Apakah ada efek atau dampak setelah menggunakan software “Tell Me More” dalam kegiatan belajar-mengajar?

**Jawaban:** dengan menggunakan software ini guru lebih mudah menyampaikan materi dan siswa juga lebih mudah memahami materi yang sudah diberikan.

15. Apa saja efek yang dapat diperoleh siswa-siswi menggunakan software “Tell Me More” dalam kegiatan belajar-mengajar?

**Jawaban:** selain siswa lebih mudah memahami materi yang ada, nilai siswa cukup meningkat dengan menggunakan software ini.

Kepada  
Yth. Bapak/Ibu Guru  
Di SMP N 1 DEPOK

Dengan Hormat,

Puji syukur kami panjatkan kehadiran Alloh SWT yang telah melimpahkan rahmat dan hidayah-Nya kepada kita. Saya selaku mahasiswa yang sedang melakukan penelitian bermaksud memohon bantuan Bapak/Ibu guru guna mengisi kuesioner yang kami lampirkan.

Dalam kesempatan ini, judul tugas akhir saya adalah “The Descriptive Analysis Of Using Software ‘Tell Me More in SMP Negeri 1 Depok Among The Second Grade Students Of SMP Negeri 1 Depok In The Academic Year Of 2010”

Hasil kuesioner ini akan digunakan sebagai data skripsi dimana jawaban Bapak/Ibu guru tidak berpengaruh terhadap hal-hal lain selain untuk keperluan tersebut. Oleh karena itu kesungguhan dan kejujuran Bapak/Ibu guru sangat saya harapkan demi validitas instrument ini.

Atas perhatian dan kerjasama Bapak/ Ibu guru dalam mengisi angket ini saya ucapkan banyak terimakasih.

Peneliti,

Janno Widiansyah

05202244048

**Instrumen Penelitian**  
**Angket Untuk Guru**

**I. Identitas**

Nama guru :

Pendidikan terakhir :

Alamat :

**II. Petunjuk Pengisian**

Bapak/ Ibu guru, mohon pernyataan berikut dijawab sesuai dengan kondisi Bapak/ Ibu guru dengan memberikan tanda check (√) pada kolom yang disediakan. Ada 4 alternatif jawaban yang digunakan yaitu:

TP : Tidak Pernah

KD : Kadang- kadang

SR : Sering

SL : Selalu

Sedangkan untuk pertanyaan uraian tentang materi dalam Software 'Tell Me More', dimohon bapak/ ibu guru memberikan tanda check (√) pada kolom yang disediakan. Ada 5 alternatif jawaban yang digunakan yaitu:

- 1= strongly disagree (sangat tidak setuju sekali)
- 2= very disagree (sangat tidak setuju)
- 3= disagree (tidak setuju)
- 4= agree (setuju)
- 5= strongly agree (sangat setuju sekali)

Untuk pertanyaan uraian, mohon dijawab sesuai dengan pertanyaan yang ada pada tempat yang telah disediakan.

✧Selamat Mengerjakan✧



A. Faktor materi- materi yang diajarkan dalam penggunaan Software ‘Tell Me More’.

1. Analisis materi listening dalam Software ‘Tell Me Me More’.

No	Listening	Rating of materials				
		1	2	3	4	5
1.	Dengan mendengarkan percakapan interpersonal dan transaksional, para siswa memahami arti dari percakapan tersebut					
2.	Dengan mendengarkan percakapan fungsional dan monolog pendek, para siswa mengerti arti					
3.	Dengan mendengarkan dialog transaksional dan interpersonal pendek, para siswa mengerti arti.					
4.	Dengan mendengarkan percakapan fungsional dan monolog interpersonal pendek dalam bentuk narrative, para siswa mengerti percakapan tersebut					
Total						

2. Analisis materi Sepaking dalam Software ‘Tell Me More’

No	Speaking	Rating of materials				
		1	2	3	4	5
5.	Siswa dapat menyelesaikan dialog dalam bentuk lisan					
6.	Mahasiswa melengkapi monolog pendek dalam bentuk deskriptif					
Total						

## 3. Analisis materi reading dalam Software 'Tell Me More;

No	Reading	Rating of materials				
		1	2	3	4	5
7.	Dengan membaca esai pendek dalam bentuk deskriptif, para siswa mengerti esai tersebut.					
8.	Dengan membaca esai singkat dalam bentuk cerita yang memiliki hubungan dengan lingkungan, para siswa mengerti arti					
Total						

## 4. Analisis materi writingg dalam Software 'Tell Me More;

No	Speaking	Rating of materials				
		1	2	3	4	5
9.	Siswa dapat melengkapi esai deskriptif pendek dalam bentuk tertulis					
10.	Siswa dapat melengkapi esai narasi pendek dalam bentuk tertulis					
Total						

## B. Analisis subcomponent dalam software 'Tell Me More'

## 1. Feasibility of contents

Subcomponent	No	Rating				
		1	2	3	4	5
A) Kesesuaian uraian materi dengan SK dan KD	11. Kelengkapan					
	12. Kedalaman					
B) Keakuratan Materi	13. Fungsi sosial					
	14. Unsur dan struktur makna					
	15. Fitur linguistic					
C) Materi pendukung pembelajaran	16. Kemutakhiran					
	17. Pengembangan kecakapan hidup					
	18. Pengembangan Wawasan Kebhinekaan					
Total						

## 2. Kelayakan Persiapan

Subcomponent	No	rating				
		1	2	3	4	5
A) Teknik penyajian	19. Sistematika					
	20. Keseimbangan antar bab					
B) Perjanjian pembelajaran	21. Keterpusatan pada peserta didik					
	22. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					
	23. Pengembangan kemandirian belajar peserta didik					
	24. Pengembangan kemampuan peserta didik untuk refleksi/evaluasi diri					
C) Kelengkapan Penyajian	25. Bagian pendahulu					
	26. Bagian isi					
	27. Bagian penyudah (glossaries, index, etc)					
Total						

## 3. Kelayakan bahasa

Subcomponent	No	rating				
		1	2	3	4	5
A) Kesesuaian dengan tingkat perkembangan peserta didik	28. Kesesuaian dengan tingkat perkembangan kognitif peserta didik					
	29. Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik					
B) komunikatif	30. Keterbacaan pesan					
	31. Ketepatan kaidah bahasa					
C) Keruntutan dan kesatuan gagasan	32. Keruntutan makna dalam bagian/bab/sub-bab/paragraf/kalimat					
	33. Ketertautan makna antar bagian/bab/subbab/paragraf/kalimat					
Total						

C. Penampilan siswa dalam setiap skill yang diajarkan dalam Software 'Tell Me More'.

1. Analisis software 'Tell Me More' untuk Performance siswa dalam listening skill.

No	Students performance	Rating of materials				
		1	2	3	4	5
34.	Siswa memberikan reaksi ketika dalam proses listening					
35.	Siswa memperhatikan pada guru ketika guru menerangkan					
36.	Siswa menjawab pertanyaan guru secara aktif					
37.	Siswa mampu mendapat informasi dengan benar					
38.	Siswa mampu berpartisipasi secara active dalam listening					
Total						

2. Analisis software 'Tell Me More' untuk Performance siswa dalam speaking skill.

No	Students performance	Rating of materials				
		1	2	3	4	5
39.	Siswa mampu menirukan bunyi tertentu					
40.	Siswa mampu mempraktekan speaking skill secara aktif					
41.	Siswa mampu menjawab pertanyaan-pertanyaan					
42.	Siswa mampu menjawab dialog transaksional dengan benar					
43.	Siswa mampu memberi informasi secara individu dengan bahasa formal					
Total						

3. Analisis software 'Tell Me More' untuk Performance siswa dalam reading skill.

No	Students performance	Rating of materials				
		1	2	3	4	5
44.	Siswa mampu membaca text dengan keras					
45.	Siswa mampu menjawab pertanyaan setelah melakukan silent reading					
46.	Siswa mampu menjawab informasi yang spesifik					
47.	Siswa mampu menjawab seputar topic dan ide umum					
Total						

4. Analisis software 'Tell Me More' untuk Performance siswa dalam writing skill.

No	Students performance	Rating of materials				
		1	2	3	4	5
48.	Siswa mampu menuliskan tentang text yang telah diberikan					
49.	Siswa mampu menulis kalimat secara grammatical					
50.	Siswa mampu mencatat catatan mereka sendiri					
51.	Siswa mampu menuliskan pengalaman mereka					
Total						

52. Mohon sebutkan teknik / metode yang Bapak/ Ibu gunakan ketika menggunakan Software 'Tell Me More'.

.....  
 .....  
 .....

53. Bagaimana pendapat anda mengenai program penggunaan Software ‘Tell Me More’?

.....  
.....  
.....

54. Apa saja efek atau dampak yang diperoleh siswa dalam mengikuti pembelajaran ketika menggunakan Software ‘Tell Me More’ tersebut?

.....  
.....  
.....

55. Menurut Bapak/ Ibu guru faktor apa saja yang mempengaruhi lancarnya penggunaan Software ‘Tell Me More’ ? Mengapa?

.....  
.....  
.....

56. Apakah materi yang diajarkan dalam Software ‘Tell Me More’ relevan dengan Standar Kompetensi (SK) dan Kompetensi Dasar (KD)?

.....  
.....  
.....

**TERIMAKASIH**

Kepada  
Siswa- siswi  
Di SMP Negeri 1 Depok

Dengan Hormat,

Puji syukur kami panjatkan kehadiran Alloh SWT yang telah melimpahkan rahmat dan hidayah-Nya kepada kita. Saya selaku mahasiswa yang sedang melakukan penelitian bermaksud memohon bantuan Bapak/Ibu guru guna mengisi kuesioner yang kami lampirkan.

Dalam kesempatan ini, judul tugas akhir saya adalah “The Descriptive Analysis Of The Software ‘Tell Me More’ in SMP Negeri 1 Depok Among the Second Grade Students In The Academic Year 2010”.

Hasil kuesioner ini akan digunakan sebagai data skripsi dimana jawaban adik-adik tidak berpengaruh terhadap hal-hal lain selain untuk keperluan tersebut. Oleh karena itu kesungguhan dan kejujuran adik- adik sekalian sangat saya harapkan demi validitas instrument ini.

Atas perhatian dan kerjasama adik- adik sekalian dalam mengisi angket ini saya ucapkan banyak terimakasih.

Peneliti,

Janno Widiansyah

05202244048



**Instrumen Penelitian**  
**Angket Untuk Siswa**

**I. Identitas**

Nama siswa :

Kelas :

Alamat :

**II. Petunjuk Pengisian**

Adik- adik, mohon pernyataan berikut dijawab sesuai dengan kondisi adik- adik dengan memberikan tanda check (✓) pada kolom yang disediakan. Ada 5 alternatif jawaban yang digunakan yaitu:

1= strongly disagree (sangat tidak setuju sekali)

2= very disagree ( sangat tidak setuju)

3= disagree (tidak setuju)

4= agree (setuju)

5= strongly agree (sangat setuju sekali)

Untuk pertanyaan uraian, mohon dijawab sesuai dengan pertanyaan yang ada pada tempat yang telah disediakan.

Hasil jawaban adik-adik TIDAK AKAN MEMPENGARUHI NILAI RAPOT.

✧Selamat Mengerjakan✧

A. Faktor siswa dalam menanggapi proses belajar bahasa Inggris dengan menggunakan software ‘Tell Me More’

No	PERNYATAAN	Tingkatan				
		1	2	3	4	5
1.	Saya tertarik mengikuti pembelajaran bahasa Inggris dengan menggunakan software ‘Tell Me More’ .					
2.	Pemanfaatan software “Tell Me More” menjadikan pembelajaran lebih menarik					
3.	Gambar video dalam software “Tell Me More” sesuai dengan realita kehidupan					
4.	Saya lebih tertarik dengan pembelajaran bahasa Inggris yang diajarkan oleh guru secara langsung.					
5.	Saya merasa lebih senang mengikuti pembelajaran bahasa Inggris ketika guru mengajar dengan memanfaatkan software Tell me More					
6.	Saya bosan mengikuti pembelajaran bahasa Inggris dengan menggunakan software Tell Me More					
7.	Pemanfaatan software Tell Me More mampu meningkatkan konsentrasi saya dalam mengikuti pembelajaran.					
8.	Saya mampu berpartisipasi secara aktif dalam pembelajaran jika guru mengajar dengan memanfaatkan					

	software Tell Me More					
9.	Saya merasa lebih mudah memahami materi yang disampaikan melalui pemanfaatan software Tell Me More					
10.	Software Tell Me More membantu saya dalam membedakan kata dan kalimat dalam bahasa Inggris.					
11.	Saya dapat melafalkan kata secara benar sesuai penutur asli dalam software Tell Me More.					
12.	Saya dapat menyusun kalimat dalam bahasa Inggris secara grammatical baik lisan maupun tertulis					
13.	Saya lebih mudah memahami materi dalam software Tell Me More karena disusun dengan runtut					
14.	Pemanfaatan software Tell Me More memudahkan saya memahami instruksi yang disampaikan.					
15.	Saya menjadi lebih tertarik dengan topik yang diajarkan dengan memanfaatkan software Tell Me More					
Total						

16. Bagaimana kesan adik- adik tentang penggunaan software ‘Tell Me More’ dalam proses belajar mengajar bahasa Inggris di SMP Negeri 1 Depok?

.....

.....

.....

.....

17. Mohon sebutkan dampak/efek positif yang adik- adik peroleh setelah menggunakan software ‘Tell Me More’ dalam proses belajar mengajar?

.....  
.....  
.....  
.....

18. Apa kendala adik-adik dalam pembelajaran Bahasa Inggris dengan memanfaatkan software Tell Me More?

.....  
.....  
.....  
.....

**TERIMAKASIH**

## Documents

### 1. SMP Negeri 1 Depok



The Gate Of SMP Negeri 1 Depok



Main entrance of SMP Negeri 1 Depok



The field of SMP Negeri 1 Depok  
Depok



The organization' tables of SMP Negeri 1

## 2. Language laboratory



Computers



Television and Radio Tape



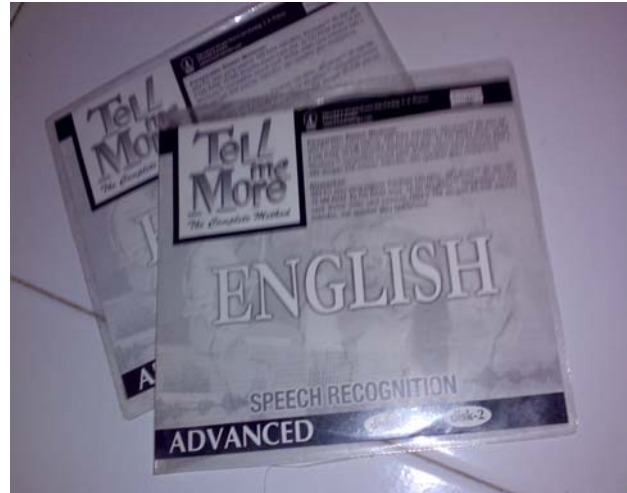
English teacher and operators' computer



### 3. Software 'Tell Me More'



Poster and books of software



CD's cover of software

### 4. Activities using software 'Tell Me More'



The students using software 'Tell Me More'



The students playing games in software 'Tell Me More'

**A Descriptive Analysis of Using Software 'Tell Me More'  
in the Teaching of English at SMP Negeri 1 Depok  
in Academic Years 2009-2010**

By:  
JANNO WIDIANSYAH  
05202244048

## ***Chapter 1***

### ***A. Background of the Problem***

Basically to master a language, there are two skills (receptive and productive) that should be learnt.

There are some ways for the teacher to improve students' skills

One of them is using a medium

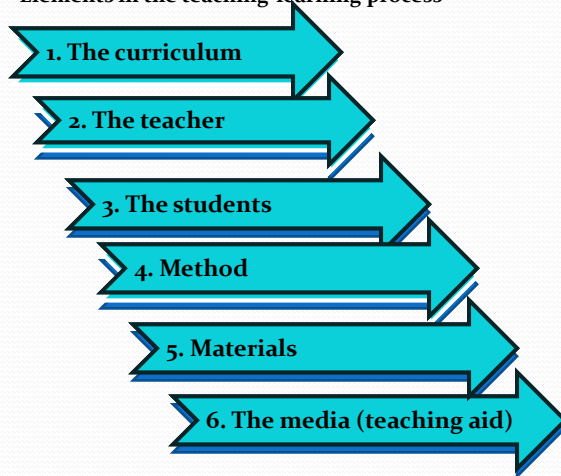
It is important for the teacher to select the medium which are suitable for the students' needs

By using software 'Tell Me More' the students can improve their skills



## ***B. Identification of the Problems***

- Elements in the teaching-learning process



## ***C. Limitation of the Problems***

The researcher only focus on the use of software 'Tell Me More' in the teaching learning process of English

## ***D. Formulation of the Problems***

1. What is the software 'Tell Me More' like?

2. How is the software 'Tell Me More' used in SMP Negeri 1 Depok?

## ***E. Objective of the Research***

To describe the software 'Tell Me More'.

To analyze the use of the software 'Tell Me More' in SMP Negeri 1 Depok for the second grade students.

## ***F. Significance of the Research***

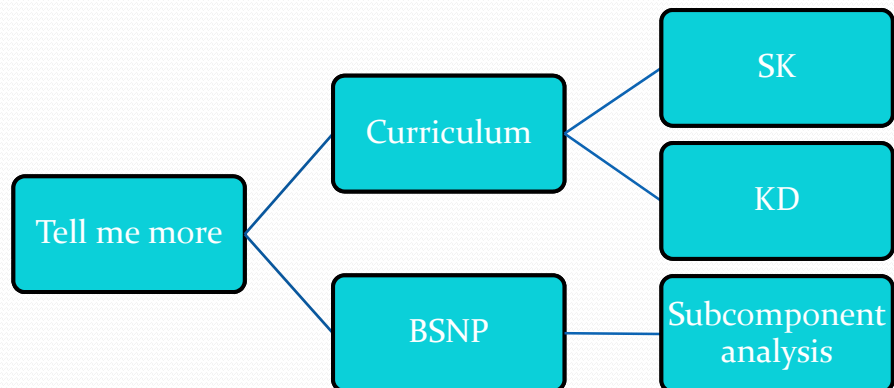
1. English teachers
2. Schools
3. The English education department
4. Other researchers

# ***Chapter 2***

## ***A. Literature review***

- Curriculum
- learners
- Media
- Software 'Tell Me More'

## ***Standardization of media***



## ***B. Conceptual framework***

- The use of media is very important in the teaching-learning process of English.
- the use of media should be based on the curriculum (SK and KD) and Also BSNP as the standardization of the media.

## • *Chapter 3*

### *A. Types of study*

This study can be categorized as a descriptive qualitative research.

### • *B. Setting of the study*

The setting is in SMP Negeri 1 Depok, Yogyakarta, in the second grade students in the academic years 2009/2010

### *C. Data and Data Collection techniques*

Observations → field notes  
questionnaires → scores  
interviews → interview transcripts  
Documentation → documents

## ***C. DataAnalysis***

- ✓ Putting all the data collected from observation in the forms of words, phrases, or sentences
- ✓ Categorizing the data and giving a name to each category
- ✓ Choosing and deciding the focus of the research
- ✓ Collecting and analyzing the questionnaires
- ✓ Doing interviews
- ✓ Sharpening, strengthening, or moving the focuses

## ***D. Trustworthiness***

The trustworthiness of the data was based on a triangulation that was always checking the results of the research with the respondents.

## Chapter 4

### A. Research Findings

- The software 'Tell Me More' is software which covers four skills and has different in each levels
- The materials 'Tell Me More' appropriate with *SK* and *KD* and it can be used as supplementary materials
- The teacher dominantly use the discussion technique in the teaching-learning process using software 'Tell Me More'
- The effects of using software 'Tell Me More' is the improvement of the students' motivation, and students' skills although it is not significant in learning English.

### B. Discussions

Forms of the opinions about software 'Tell Me More' in the teaching learning process:

- Integrate four English skills
- Have different levels
- Improve the students' motivation
- Are appropriateness with *SK* and *KD*

# Chapter 5

## A. Conclusions

- The findings show that the Software 'Tell Me More' is a medium of English language which covers four skills and has different level materials for the students. It can be used as supplementary materials of teaching-learning process.
- The materials in the software 'Tell Me More' suit the students' needs and the *SK* and *KD* for the junior high school level. It can be seen with the mean of value  $>3,01$  which means fulfilled the qualification.
- The teaching techniques which are used are class discussions, role-plays, games and audiovisuals. The discussion technique is the most dominant technique in supporting the use of the software 'Tell Me More' in SMP Negeri 1 Depok.
- The effects of using software 'Tell Me More' is the improvement of the students' motivation, and students' skills although it is not significant in learning English.

## B. Implications

- The study shows that using the software 'Tell Me More' has positive effect to the students' skills. However, teachers should select the most suitable materials carefully in order to enable them to practice their English skill.
- The use of software 'Tell Me More' increases the students' motivation in learning English. Therefore to make the students became more active in learning English, the teacher should give a training for the students how to use it carefully.
- The use of other media such as books, software, and CD which has a good appropriateness of materials with *SK* and *KD* should be used in the teaching-learning process.

## ***C. Suggestions***

- To the school
- To the English teachers of SMP Negeri I Depok
- To the students of SMP Negeri I Depok
- To the other researchers

***Thank you...***