

**DEVELOPING INTERACTIVE VOCABULARY LEARNING  
MULTIMEDIA FOR THE SEVENTH GRADE STUDENTS OF SMP N 15  
YOGYAKARTA**

**A THESIS**

Presented as Partial Fulfilment of the Requirement for the  
Attainment of *Sarjana Pendidikan* Degree in English Language  
Education

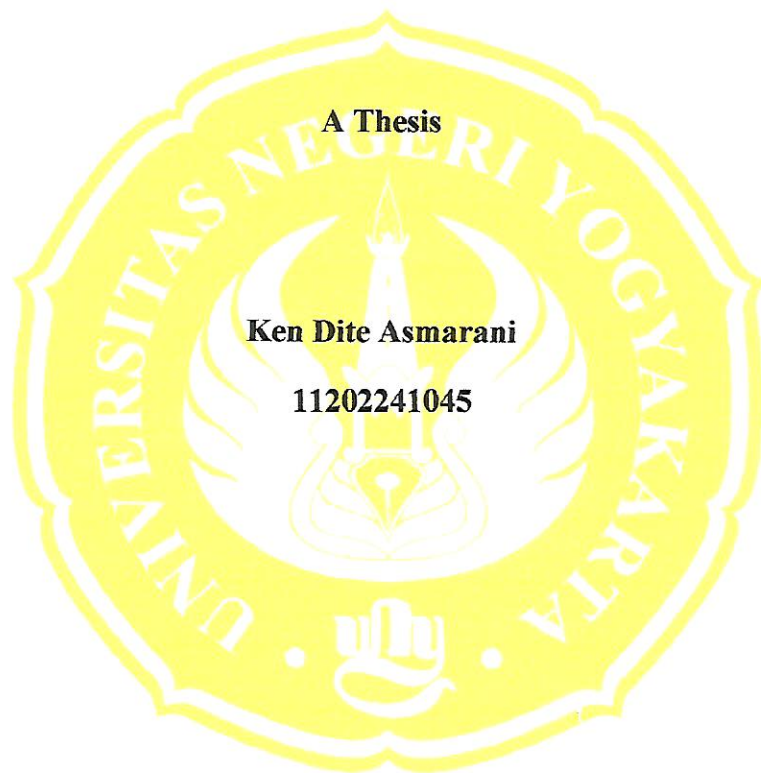


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2015**

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**DEVELOPING INTERACTIVE VOCABULARY LEARNING  
MULTIMEDIA FOR THE SEVENTH GRADE STUDENTS OF SMP N 15  
YOGYAKARTA**



**Approved on January 6<sup>th</sup>, 2016**

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## RATIFICATION

### DEVELOPING INTERACTIVE VOCABULARY LEARNING MULTIMEDIA FOR THE SEVENTH GRADE STUDENTS OF SMP N 15 YOGYAKARTA

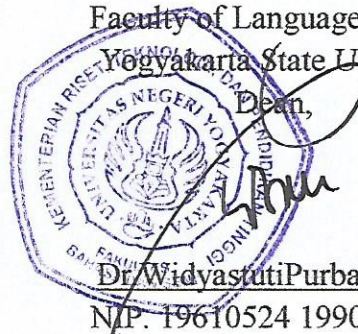
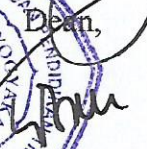
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Penulis,



Ken Dite Asmarani

## *MOTTOS*

*“Have courage and be kind!”*

*-Cinderella*

*“Imperfection is beauty, madness is genius, and it’s better to  
be absolutely ridiculous than absolutely boring”*

*-Marilyn Monroe*

*“When life gives you lemon, make it a bucket of flower, and  
let people wonder how you did it.”*

*-Anonymous*

## **DEDICATION**

*This thesis is fully dedicated to my parents. They gave me wings so that I can fly, and they gave me roots so that I won't fall. Nobody can compete their everlasting love for me.*

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Finally, I really hope that this thesis can give benefits to all the readers. I realized that this thesis has many lacks on it. Thus any suggestions, comments, criticisms, are greatly appreciated for the improvement of this thesis.

Yogyakarta, January 3rd, 2016

Writer

A handwritten signature in black ink, appearing to read 'Ken Dite Asmarani', written in a cursive style.

Ken Dite Asmarani

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# **DEVELOPING INTERACTIVE VOCABULARY LEARNING MULTIMEDIA FOR THE SEVENTH GRADE STUDENTS OF SMP N 15 YOGYAKARTA**

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## **ABSTRACT**

This study aimed 1) to find out the target needs of the seventh grade students of SMP N 15 Yogyakarta, 2) to find out the learning needs of the seventh grade students of SMP N 15 Yogyakarta, 3) to develop an interactive vocabulary learning multimedia for the seventh grade students of SMP N 15 Yogyakarta.

This study was a Research and Development study, which was conducted in SMP N 15 Yogyakarta. The respondents of this study were 33 students from 7E class, and an English teacher. The research procedure in this study was adapted from the model proposed by Lee and Owens (2004). The instruments used to obtain data were an observation guide, an interview guide, and several questionnaires. The data obtained were both quantitative data and qualitative data. They were then analyzed using frequency and percentage, descriptive statistics, and interpretation technique. The result of the data analysis was used to develop an appropriate interactive learning multimedia for the seventh grade students of SMP N 15 Yogyakarta.

The result of the data analysis revealed that 1) the target needs of the seventh grade students of SMP N 15 Yogyakarta were to be able to communicate in English, especially to learn vocabulary. They also needed to study more intensely in three unit materials which were “I Love Things Around Me”, “I Love People Around Me”, and “I Love My Town”; 2) the learning needs of the seventh grade students of SMP N 15 Yogyakarta were to learn 10 – 20 words in each unit material, through games, in the form of interactive multimedia, which could enable them to learn outside the classroom but still in the school area, 3) the interactive multimedia developed was appropriate and ready to be distributed to students, due to the result of expert judgment and implementation. The mean scores of the content appropriateness and media appropriateness of the interactive multimedia in Unit 1, Unit 2, and Unit 3 were all in the range of  $>4.2 - 5$ . Based on the quantitative data conversion proposed by Sudijono (2003) the mean score in the range of  $>4.20 - 5$  was categorized as very good.

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

There is a major change in Indonesia's educational field, which is the shift of the curriculum. The government has commanded all governmental educational institution at primary, lower secondary and upper secondary to start implementing the new curriculum, curriculum 2013. Curriculum 2013 carries a different approach from the previous curriculum KTSP, which seems to cause many issues related to the implementation. The shift of the curriculum has also given a big impact to English teaching and learning, especially at the lower secondary level.

The policy of the latest curriculum decided that the English subject in the primary level has to be eliminated. Thus, students will first meet English subject at the Junior High School level. This policy, further, causes the change related to the English materials for Junior High School students, since the students will be considered as beginner English learners. Moreover, the scientific approach carried in curriculum 2013 obliges teachers to support five steps of learning which are observing, questioning, experimenting, associating, and communicating. It also required students to be actively discovering knowledge by themselves. Furthermore, there is a shift of teacher's role in the classroom. The teacher is no longer the main source of learning, but the teacher is the facilitator of learning. Students are also encouraged to find other learning sources by themselves to improve their knowledge. Similar situations appeared in SMP N 15 Yogyakarta, in which the researcher conducted her research.

Related to the English language learning itself, there are some important factors that will determine the progress of the language mastery such as vocabulary mastery, language structure, listening skill, speaking skill, reading skill, and writing skill. Vocabulary concerns about the knowledge of any kind of existing words in the English language and the comprehension of what concept those words refer to. Structure deals with how we can arrange those words into a

correct order to make sentences and longer utterances. Listening deals with the ability to recognize English sounds and how we can encode those sounds to find the appropriate meaning. Speaking deals with the ability to utter or produce our ideas using English words, structures and sounds. Reading concerns about the ability to receive messages from a written form. The last, writing concerns about the ability to state our ideas through a good arrangement of writing form.

Out of all of those factors, the researcher thought that vocabulary is the most fundamental factor in learning English. The reason is because before someone is able to produce language, he or she has to know the smallest meaningful device of language in the first place, which is words or vocabulary. According to Nation (2002: 17, 37, 71), there are six vocabulary levels in the Oxford Bookworms series which are started from 400 words to 2.500 words. Someone has to know approximately 400 words to be able to read books at level 1, and going to around 2.500 words to be able to read books at level 6. The amount of vocabulary needed in speaking production is also large. Knowing approximately 1.200 head words will be sufficient for students in order to say the things which they would need to say. Moreover, the amount of vocabulary needed to be able to understand a children movie is at the rate of 4.000 words family vocabulary that will cover for just 95% of the running words. The fact indicates that vocabulary is crucial in terms of learning English.

In the educational context, learning English seems to have similar situation. Students need to know large amount of words to be able to achieve the learning objectives, although it does not take as many words as someone needs to acquire the language. Students need to know large amount of vocabulary to understand the teacher's instruction, to read texts, to answer questions from the teacher or books, to be able to participate in speaking and writing production in the classroom, and to pass the core and basic competency in the curriculum.

Furthermore, to know a word does not merely mean that students know the translated meaning of the word. It, at least, involves knowing its form and its meaning. Students need to know the form of the word, how it is spelled, the meaning, its grammatical function, how students can make use of the word, as

well as how it is supposed to be uttered. According to Cameron (2001: 72), a word can reveal much grammatical information. Learning a word can also help students to learn grammar. This suggests that if we give a high priority to vocabulary development, we are not thereby abandoning grammar. Rather, learning vocabulary can be the means to help student to learn grammar and language.

Considering the shift of the curriculum which causes students to first met English at the Junior High School level and the importance of vocabulary, there is no doubt that the teacher should pay attention to the vocabulary development of the students. The teacher has to prepare himself and be more organized so that there is no aspect of language which is neglected during the course, including vocabulary.

Related to the learning media, the government has provided a book for English subject. But due to the application of the scientific approach, students need more alternative learning media which can support the discovery learning. Therefore, this research aims to develop interactive multimedia to improve students' vocabulary mastery. The interactive multimedia can be expected to help students to learn vocabulary independently that will save the vocabulary learning time in the classroom.

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

There are some existing problems in learning vocabulary. The first one is related to the vocabulary size. There is a large amount of vocabulary which should be learnt. The second one is related to the learning time. To learn a large amount of vocabulary is time consuming, not to mention other aspects of the English language that students have to learn. Less than 90 minutes is certainly insufficient. It will be very delighting if students can have a supplementary learning medium to promote the vocabulary development. The last but not least, mostly, the teacher only uses textbooks as the main source of the learning, which seems to be ineffective. Textbooks do provide practices and a lot of information, but it

seemsto be less interesting for students. Students need other sources of learning which will help them to learn as well as increase their motivation.

### **C. Limitation of the Problem**

Considering the problems above which are the large amount of vocabulary that students have to master, the limited amount of time in learning English, and problems related to the learning media; the researcher decided to only focus on developing vocabulary learning multimedia. The multimedia will function to provide practices and drills for students to be tried independently. There are many kinds of media which can be used to develop materials such as Android, Prezy, Macromedia flash, RPG maker, and PowerPoint. In this study, the researcher will only focus on developing materials using PowerPoint. The reason is that power point by Microsoft can perform as well as the other kinds of media; moreover it is the most familiar software that teachers can easily access. In addition, its easy user friendly features allow teachers to pour out their ideas using this device.

### **D. Formulation of the Problem**

Based on the problems, the problems formulated in this research are:

1. What are the target needs of the seventh grade students in English vocabulary mastery?
2. What are the learning needs of the seventh grade students in English vocabulary mastery?
3. What are the appropriate interactive learning media to improve English vocabulary mastery for the seventh grade students supposed to be?

### **E. Objectives of the Research**

In line with the formulation of the problem, the objectives of this study are presented as follows:

1. To figure out the target needs of the seventh grade students in English vocabulary mastery.

2. To figure out the learning needs of the seventh grade students in English vocabulary mastery.
3. To develop the interactive learning multimedia using power point.

#### **F. Significance of The Research**

It is expected that the result of this study can give the following contributions:

1. Theoretically, the result of the research can give information to other researchers who want to develop other kinds of interactive medium that is suitable for the students' need.
2. Practically, the result of the research can give benefits to:
  - a. English teachers

It is expected that the result of this research can motivate English teachers to develop other kinds of media, which will help students to learn English, and to improve the learning quality in the classroom

- b. Students

Students are hopefully able to learn independently using the PowerPoint interactive multimedia, and able to resolve any kinds of problems in the real world regarding the English subject and material.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents discussion on some theories that support the study. The discussion is divided into two sections which are literature review and conceptual framework. The first section describes some theories which are presented as a foundation for this study. The second section summarizes the framework and the steps in designing interactive vocabulary learning multimedia.

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

##### **1. Vocabulary**

##### **a. The Definition of Vocabulary**

According to the Oxford Advanced Learner's Dictionary by Hornby (2000: 1506), the word vocabulary means all the words that a person knows or uses, and all the words in a particular language. It is in line with the definition of language which is proposed by Nunan (1988: 101). He stated that "vocabulary is a list of target language words."

The National Reading Panel Reports and Put Reading First (2001: 34) also stated that "Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print."

Moreover, Thornbury (2002: 14) defined vocabulary as "a large collection of items." In this case, the items mean words, which should be governed by a system of rules to be meaningful. Vocabulary cannot stand alone, but vocabulary is the basic aspect of a language which learners have to master.

In line with that, Richards and Schmidt (2002: 580) stated that "vocabulary is a set of lexeme. It includes single words, compound words, and idioms." It is a part of language system which provides the basic knowledge to support communication. Language is composed of vocabulary, and vocabulary is the basic structure of a language.

From the statements above, we can conclude that vocabulary is all the words exist in a language. Vocabulary cannot stand alone. It has to be governed by a systematic rules, which is different in each language, to be meaningful. Vocabulary is only a part of language, but it plays an important role in a language. A language is composed of a set of vocabulary which is well arranged. People needs vocabulary to produce language, to express their ideas, andto be able to communicate with others. Therefore, it is very important for language learners to master as much vocabulary as possible.

#### **b. The Importance of Vocabulary**

A word can reveal much grammatical information, learning a word can also help students to learn grammar. This suggests that if we give a high priority to vocabulary development, we are not thereby abandoning grammar. Rather, learning vocabulary can be the means to help student to learn grammar and language, Cameron (2001: 72).

In line with that, it is experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way, McCarthy (1990: 8)

David Wilkins in Thornbury (2002: 13) also stated that “without grammar very little can be conveyed, and without vocabulary nothing can be conveyed”.Moreover, acquisition depends crucially on the input being comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary, Krashen and Terrel (1983: 155)

In conclusion, learning vocabulary is very crucial for students, especially for beginners. As a beginning, it is very good for students to learn vocabulary, since a word contains a lot of information, and learning a word can help students to understand the other aspect of language. Thus, learning vocabulary can promote learning language onthe whole.

### **c. Knowing a Word**

Cameron (2001: 78) stated that knowing about a word involves knowing many aspects of the word itself, such as how it sounds, how it spelt, the meaning, its use, and the grammatical changes that can be made to it. But he also stated that the knowledge of a word is always the matter of degree rather than all or nothing. From those statements, we can assume that knowing a word does not mean that we have to know every particular thing about the word. The question is not “do you know this word,” but more likely to be “how much do you know about this word.”

In line with that, Thornbury (2002: 15) stated that at the most basic level, knowing a word involves knowing its form and its meaning. But then he added that knowing the meaning of a word does not merely know the meaning, but also the collocations, connotations, register, and cultural accretions. Then, we can assume that there are levels in knowing a word. It is the matter of degree rather than all or nothing.

Furthermore, Nation (2008: 99) stated that knowing a word involves working out what needs to be taught about a word. It is true that knowing a word means knowing many aspects about the word. But, teacher should select the learning burden of a word that students really need to know at that time. The teacher needs to look at the students to determine what to be taught, what to be emphasized, and what are not necessary to be taught at the time. Teacher cannot abruptly give the whole information about a word at one time, since it will only confuse them.

In conclusion, even though there is a lot of information about a word which students have to know, it is not necessary to force students to know everything about a word in a time. It is better to teach it little by little due to students' need and proficiency level.

### **d. Vocabulary Learning**

Thornbury (2002: 23) described that to learn vocabulary is to remember vocabulary. Learning new vocabulary is all the matter of how we can remember it long enough, make use of it, and get used of it. Moreover there are some aspects

which have to be considered to be able to learn vocabulary successfully as mentioned below:

#### 1. Repetition

One of the most effective ways to learn a new vocabulary is by repeating to practice the material while it is still in working memory. But furthermore, repetition will work at its best when students encounter the new word again and again over the time. For example, when reading a text, a new word will have a great chance to be learnt when the word is met at least seven times over spaced interval.

#### 2. Retrieval

It is another kind of repetition which will enable students to recall a word again and again. The retrieval practice can be in the form of using the new word in written sentences to make students make use of the word and are forced to perform operation on it. Thus, the word will have bigger chance to be memorized.

#### 3. Spacing

In this case, spacing means to have a space or period in learning a set of materials. For example when students are about to learn a set of new words, it is better to learn the first two or three words, and then have test regarding it to make sure that students have already memorized it properly. Students can learn some more after it, go back, test it, and so on, and have an overall test in the end of the learning process.

#### 4. Pacing

This means allowing students to have their own “memory work”. Giving some time during the learning process will give opportunity to students to pace their own rehearsal activity such as organizing or reviewing their vocabulary silently and individually. It is such a great activity since students may have different learning styles, and rates in processing data.

#### 5. Personal Organizing

The judgments that students make about a new vocabulary are most effective if they are personalized. Students who read a sentence aloud containing new words will be able to recall better than students who simply silently rehearse

the words. But still, it is better to read them aloud, and try to make up sentences using those new words.

#### 6. Imagining

Another way to help students to learn a new vocabulary is by imagining the mental picture that represents the word. A test has shown that vocabulary which can be visualized easily are more memorable than words that can't immediately evoke a picture.

#### 7. Motivation

Having a motivation means that students have willingness to spend more time on the new words that will be learnt which will go to the long term memory in the end. Unfortunately, not every student has this kind of motivation. But it doesn't mean that students with low motivation cannot learn new words. It is teacher's duty to somehow put them in an environment that will make them learn.

Vocabulary learning is considered success when the words taught can stay in the long term memory. It means that the words taught have been successfully plant in the memory. Students can easily recognize the concept, meaning and the detail of a certain word when it is mentioned, and make use of the words constantly when the words are put in the long term memory. In order to be able to successfully learn vocabulary, teacher has to emphasize those factors in learning vocabulary.

### **e. Some Trends in Vocabulary Teaching**

According to Coady and Huckin (1997: 5) there are some historical trends in vocabulary instruction as mentioned below:

#### 1. Grammar Translation Method

The use of grammar translation method in language teaching and learning is proposed by a German scholar. The main objective of this method is to know as many detailed information as possible about a particular thing. This language teaching approach dominated Europe for over a century from 1840s to 1940s. This teaching method is also widely applied in our educational field at any level. This language teaching method has several characteristics as the following:

- 1) Classes are taught in the students' mother tongue, with little active use of the target language.
- 2) Vocabulary is taught in the form of isolated word lists.
- 3) Elaborate explanation of grammar is always provided.
- 4) Vocabulary is based on reading texts, and they are taught through their equivalents in the source language, and through memorization.
- 5) Much attention in teaching a language is paid to the sentence and translating it into and out of the target language.
- 6) Little attention is paid to the content of texts.
- 7) Drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa.
- 8) Grammar is taught deductively.

## 2. The Reform Movement

The reform movement was established to against the Gramar Translation Method. It believes that learners should learn more about sentences rather than words. Sentences is the unit of language, not the words. Although language is made up of words, people do not speak in words, but in sentences. The reformers emphasized on:

- 1) Primacy of spoken language and phonetic training.
- 2) Fluency and accuracy in pronouncing a connected passages.
- 3) Maintain association between a stream of speech and the referents outside the world.
- 4) Avoiding lists of separated words and isolated sentences.

## 3. The Reading Method/Situational Language Teaching

The Reading Method/ was established in around 1920 in United States, and the Situational Language Teaching was established around 1930 in Great Britain. The Reading Method was aimed primarily to improve reading skill by improving vocabulary skill. Vocabulary acquisition and practice is central in this method. It is considered as the primary thing in learning a language. This method emphasized on mastering as many high-frequency vocabulary as possible to be able to learn a language. In line with that, vocabulary is also a central issue in

Situational Language Teaching. People who support this method believes that language should be taught by practicing basic structure in meaningful-based situation activities. A priority was placed on developing appropriate vocabulary content in a course.

#### 4. Audio-Lingual Method

This method was developed during the World War II in the United States. At that time, there was a need for people to learn foreign language rapidly for military purpose. This method is developed based on the principles of behaviour psychology. It has several characteristics as follow:

- 1) New material is presented in the form of dialogue.
- 2) Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning.
- 3) Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills.
- 4) Little or no grammatical explanations are provided; grammar is taught inductively.
- 5) Skills are sequenced: listening, speaking, reading and writing are developed in order.
- 6) Vocabulary is strictly limited and learned in context.
- 7) There is abundant use of language laboratories, tapes and visual aids.
- 8) There is an extended pre-reading period at the beginning of the course and a repetition on the language mode done as accurately and quickly as possible.

#### 5. Community Language Teaching

This language learning method was developed by Charles Curran in the 1970 and well known as the counselling learning. Teacher's role is as counsellor (knower), and students' role is as client (learner). This method has several characteristics as follow:

- 1) Native language is permitted among the students.
- 2) Translation will be provided by the teacher.
- 3) Students apply the target language independently when they feel enough to do so.

4) Students are encouraged to express how they feel about the learning process.

#### 6. Direct Method

The direct method, also called as the natural approach, developed towards the end of the 19th century. It was established in Germany and France, and became widely popular in the United States. It represents critical reaction to the teaching methods of the grammar translation method. Teachers were frustrated by the limit of the grammar translation method in term of its inability to create communicative competence of the students. Thus, they began to experiment with a new way of teaching language called the direct method. The general goal of the direct method is to enable students to use foreign language to communicate. The name “Direct Method” comes from the way of teaching that meaning is conveyed directly in the second language through demonstration and visual aids. This learning method has several characteristics as follow:

- 1) Classroom instruction is conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences are taught.
- 3) Oral communication skills are built up in a carefully grabbed progression organized around question-and-answer exchanges between teachers-students in small, intensive classes.
- 4) Grammar is taught inductively.
- 5) The mother tongue is never used. There is no translation.
- 6) New teaching points are introduced orally.
- 7) Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- 8) Both speaking and listening comprehension are taught.
- 9) Correct pronunciation and grammar are emphasized.

Considering the proficiency level of the 7th grade students of SMP N 15 Yogyakarta, and the basic concept of the multimedia which will be developed, the researcher decided to refer to the Direct Method principles in developing the multimedia. The Direct Method principles obligate teacher to teach vocabulary through demonstrations, objects, pictures, and association of ideas which is

considered as the best way to teach vocabulary to beginner by some expert. Moreover, the grammar has to be taught deductively which seems to be best match the concept of the multimedia.

#### **f. Presenting Vocabulary**

The term presenting vocabulary is something which often neglected by the teacher. When it comes to the vocabulary learning, we may associate it with vocabulary learning through reading, through listening, through writing, and through speaking. Indeed, those activities are very important in learning vocabulary. Nation (2008: 1) also developed four strands in vocabulary development program which consists of intensive reading, listening, speaking, and writing. But then he added that the practice has to consist no more than one unknown word in every 50 running words. This fact indicates that before we come to those activities, there should be an introduction to the vocabulary, a phase which is often neglected. Moreover, according to Thornbury (2002: 75) many learners expected that they will be presented with the vocabulary, rather than just finding it by themselves. Those statements indicate the importance of presenting vocabulary before teacher can go further exercises. Furthermore, Thornbury (2002: 75) stated that there are three main way to present vocabulary which are translation, illustration, and verbal means.

##### **1. Translation**

This method of presenting vocabulary has been widely used in English classes at many levels. This method of presenting vocabulary has the advantage of being the fastest route to access a word's meaning. It is very practical and mostly applied when dealing with incidental new vocabulary encounter in many classes. However, the advantage of the application of this method may lead student to have an over-reliance on translation, which indicates that students fail to develop their independent English lexicon.

##### **2. Illustration**

An alternative way to present vocabulary is by illustrating or demonstrating its meaning. This alternative way of presenting vocabulary can be done either by using real object (realia), pictures, or demonstration.

### 3. Verbal means

There are words which are difficult to be illustrated or demonstrated such as intuition, become, or trustworthy. An alternative way to convey the meaning is through verbal means such as providing situation examples, giving several example sentences, giving synonym or antonym, and giving full definition.

In line with that, Kristenova (2006: 10) stated that language teachers are responsible to create conditions that encourage vocabulary expansion, and a well-chosen way of presenting the meaning can help the learners acquire new words better.

#### 1. Using translation

Using translation directly can be done by the teacher or through dictionary. It is the most traditional way in presenting vocabulary. It can save time; yet not effective since students are just passive recipients.

#### 2. Using realia

Using realia or real object is the most effective way in presenting vocabulary. It is how we learn our mother tongue. The disadvantage of using realia is that it cannot be applied to all types of vocabulary.

#### 3. Using pictures

The use of pictures can replace the use of realia, when it is not possible to present the real object such as plane, large animals, or dangerous object. The use of picture can be in the form of paper pictures such as magazines and newspaper, and drawings on the blackboard. It is very economical, and can be easily stored and reused.

#### 4. Using actions and gestures

Using action and gestures can be used to present verbs and nouns as well. One of the most reliable technique in using actions and gestures is the Total Physical Response (TPR) in which, students are asked to do something due to a particular commands.

### 5. Using definitions and situations

To use definitions and situations to present a word means to use other words to explain a word. Teacher has to make sure that students have the knowledge of the words related to it before trying to use definitions and situations.

### 6. Guessing the meaning from the text.

Guessing is a very useful way to present vocabulary, especially when it comes to incidental encounter with the vocabulary. It will train students to learn vocabulary independently. Guessing is best done when the text or situation has a familiar topic and there are logical relationships in the text.

Since the multimedia will be developed considering the principles of direct method, there will be a lot of illustrating and demonstrating techniques used. Pictures, animations, and sounds will be utilized in presenting vocabulary. The combination with game concept will also help to promote the success of vocabulary learning.

### **g. Vocabulary Selection**

Selecting the vocabulary list in a language course is crucial. A course developer has to consider many things to choose the vocabulary list which will be taught to students. According to Richards (2001: 8) the words taught do not always have to be the most frequent words, but the course developer has to consider the usefulness of the words and some aspects below:

#### 1. Teachability

Some course may have different approach of teaching. It may influence the vocabulary list to be taught.

#### 2. Similiarity

There are words which have similar form in the native language. Choosing similar words may help learners to improve their motivation in learning.

#### 3. Availability

Some words are readily “available” in the sense that we can recall them quickly when it comes to a particular topic. For example, when we talk about school, we may associate it with some words such as classroom, student, teacher, etc. These kinds of words might be worth teaching early in a course.

#### 4. Coverage

Words which cover the meaning of other words are very useful. For example, the word seat may cover the meaning of stool, bench, and chair.

#### 5. Defining power

Some words may be able to help learners to define other words. For example, the word container will help learner to define bucket, jar, and carton. This kind of word is very useful for learners.

This aspect will be considered by the researcher to determine the vocabulary list which will be taught throughout the multimedia. Since learners are considered beginner, the vocabulary list will be familiar words which can be found easily. The use of similar words and other useful words will also be included in the list.

### **h. Teaching English Vocabulary to the Seventh Grade Junior High School Students**

The seventh grade junior high school students are still categorized as children since they are commonly in the age of 12 or 13. In studies of immersion language learning, Harley et al. (1995) in Cameron (2001: 15) stated that “younger children (7-8 years) seem to pay more attention to sound and prosody (the ‘music’ of an utterance), whereas older children (12-14 years) are more attentive to the cues of word order.”

In addition to that, Harley (1994) and Schmidt (1990) in Cameron (2001: 15) stated that:

“children are generally less able to give selective and prolonged attention to features of learning tasks than adults, and are more easily diverted and distracted by other pupils. When faced with talk in the new language, they try to understand it in terms of the grammar and silent cues of their first language and also pay particular attention to items of L2 vocabulary that they are familiar with.”

In line with that, Nation and Newton (2009: 19) also present five principles that are particularly relevant to the teaching of beginners. The principles are:

- |             |  |
|-------------|--|
| 1) Meaning  | Focus on meaningful and relevant language. |
| 2) Interest | Maintain interest through a variety of     |

- |                  |  |
|------------------|--|
|                  | activities.  |
| 3) New language  | Avoid overloading learners with too much new language. |
| 4) Understanding | Provide plenty of comprehensible input.                |
| 5) Stress-free   | Create a friendly, safe, cooperative environment.      |

The theories above indicate that the seventh grade junior high school students are supposed to be more attracted in word order, yet still easily to be distracted. The seventh grade junior high school students can also be classified into beginner learner, since it is their first time learning English. Thus the vocabulary teaching has to be attractive and motivating to avoid students being distracted during the class. The vocabulary list taught has to be things which they often see and familiar with. Teachers should not give too much burden to students as well since it may confuse them instead.

In Indonesia, how to teach English language in public school is determined by the government through the syllabus and the teacher's book given. The syllabus provide the guideline of the materials distribution, and the teacher's book provides the materials and various activities which can promote English language learning in the classroom. Due to the implementation of curriculum 2013, teacher should support the discovery learning approach with five steps of learning. The discovery learning approach suggests teacher to encourage students to be actively thinking and discover knowledge by themselves through five steps of learning which are observing, questioning, experimenting, associating, and communicating. Teacher is no longer the main source of learning, but teacher is the facillitator of learning. Teacher should provoke students to learn, and guide students to discover knowledge.

Vocabulary is a part of language, so it has the same rule to teach vocabulary. In the syllabus and the teacher's book, vocabulary teaching is not specified. The language learning is focused on four skill development which are reading, writing, listening and speaking. Vocabulary is inserted as a part language which can support the development of those skills. Teaching vocabulary is a little part of teaching reading, writing, listening, and speaking. Therefore, the

vocabulary development needs more attention from both teacher and student. Teacher has to encourage students to be actively discover and learn vocabulary independently. One of the way is learning vocabulary through interactive multimedia.

## **2. Interactive Multimedia**

### **a. The Definition of Interactive Multimedia**

To be able to understand the term interactive multimedia, we have to understand what is called “media” in the first place. According to Buckingham (2012: 3), “media” (the plural form of medium) refers to “an intervening means, instrument or agency”. It is a substance or a channel which is used to transfer and carry information and messages. The term media can also refer to a means of communication. “Derived from the Latin medium, “between,” the term refers to anything that carries information between a source and a receiver, ”Smaldino et al. (2014: 4). In terms of teaching and learning, media can be in the form of any tools which are used to transfer information and knowledge to the students. We sometimes see teachers teaching English using flash cards to explain the concept of family. In this case, the flash cards are considered as media to learn English.

Slightly different from the previous term, Vaughan (2011: 1) defines multimedia as a united mixture of digitally manipulated text, photograph, graphics, arts, sounds, animations, and video elements. When those elements are organized into a multimedia presentation that allows the students to direct what and when the elements are delivered, these are categorized as interactive multimedia.

In line with that definition, Lohr and Gall in Spector et al. (2008: 26) define interactive learning multimedia as the use of more than one form of media such as texts, visuals, videos, animations, and audios in a way which a user has great deal of control over the choice of progress of the program. The user has a control to lead the learning process as their choice.

Considering those definitions, we can assume that interactive multimedia is the combination of more than one media which carries materials in such a way that can promote students’ engagement with the materials actively.

### **b. The Advantages of Using Interactive Multimedia**

According to Smaldino, et al. (2014: 148), there are five advantages of using interactive multimedia program in the teaching and learning process. Those advantages are as follows:

#### **1. Multiple media**

Texts, graphics, audios, pictures and motion pictures can all be combined in one easy-to-use system.

#### **2. Learner participation**

The materials presented in the program help to maintain students' attention, and they allow greater participation than common media.

#### **3. Individualization**

Individualization is provided for because branching allows instruction on remedial as well as enrichment levels.

#### **4. Flexibility**

The learners may choose what to study from the menu, selecting those areas that seem interesting, that seem most logically to answer a question, or that present the greatest challenge for them.

#### **5. Simulations**

Interactive multimedia program may be used to provide simulation experiences and difficult materials.

In addition to that, Cairncross and Mannion (2001: 158) also state some advantages of using interactive multimedia, which are:

1. Multiple media: interactive learning multimedia can present multiple media. It can accommodate different kinds of students learning style.
2. Delivery control: users can decide which section they wish to visit. They can travel through an application, concentrating on materials they are unfamiliar with or are particularly interested in and skipping over material they already know.
3. Access routes: there are a number of navigation strategies available. One example is a hierarchical-based menu system where learners can either work

through the sections in order but use hyperlinks to explore areas of interest or go straight to a given page when revising.

4. Individual preference: learners can differ in the way in which they prefer to process information.
5. Interactivity: the key here is to design learning activities which cognitively engage the learner, that is causes them to think about the material that is presented, what it means, its relevance, how it can be applied and in what context.

Looking at those advantages, teachers are supposed to consider using learning multimedia more often, especially to learn vocabulary. By using various kind of learning multimedia, the learning results are expected to get better than when teachers use traditional teaching method. The use of learning multimedia can also provoke learners' engagement with the materials, which will prevent distraction when the teaching and learning process occurs. It is expected that teachers can be more creative in developing learning multimedia for their students since they are the one who know exactly the characteristics of their students, and the situations that they might encounter. Thus the learning multimedia developed will be the most appropriate and suitable for the students.

### **c. Principles of Interactive Learning Multimedia**

Mayer (2001) in Mishra & Sharma (2005: 200) explains seven cognitive principles of interactive learning multimedia:

1. Multimedia principle: individuals learn, retain, and transfer information better when the instructional environment involves words and pictures, rather than word or picture alone.
2. Modality principle: individuals learn, retain, and transfer information better when the instructional environment involves auditory narration and animation.
3. Redundancy principle: individuals learn, retain, and transfer information better when the instructional environment involves narration and animation, rather than on-screen text, narration, and animation.

4. Coherence principle: individuals learn, retain, and transfer information better when the instructional environment is free of extraneous words, pictures, or sounds.
5. Signalling principle: individuals learn, retain, and transfer information better when the instructional environment involves cues that guide an individual's attention and processing during a multimedia presentation.
6. Contiguity principle: individuals learn, retain, and transfer information better when the instructional environment where words or narration and pictures or animation are presented simultaneously in time and space.
7. Segmentation principle: individuals learn, retain, and transfer information better when the instructional environment where individuals experience concurrent narration and animation in short, user-controlled segments, rather than as longer continuous presentation.

All of those seven principles are considered as the foundation in this study to develop an appropriate vocabulary learning multimedia. By adapting all of those principles, the product is expected to be an appropriate and feasible multimedia which can help both teacher and student in conducting the teaching and learning process. The principles are also adapted to improve the quality of the product that will give contribution to the quality of teaching and learning process as well.

#### **d. Criteria of Effective Interactive Multimedia**

In developing interactive multimedia, there are some criteria that must be followed to be able to produce an effective interactive multimedia, which are:

##### **1. Theories of design**

Stemler (1997: 1) stated that there are some requirements of an effective interactive multimedia design, which are:

##### **1) Screen design**

A good screen design has to be able to get learners' focus, develop and maintain learners' interest, promote materials processing, promote engagement

between the learner and lesson content, help learners find and organize information, and facilitate lesson navigation.

## 2) Interaction and Feedback

The key of interaction and feedback is the availability of control, stimulus and response in the multimedia. It is expected that learners can have control of the flow of the information in the multimedia. Furthermore, a good interactive multimedia has to be able to give reaction to the actions learners' done in the multimedia, as well as stimulating learners' curiosity.

## 3) Navigation

Navigations supposed to be less complicated and enhance learning process. There are buttons to move to a particular frame or scene, and the placement of the buttons has to be consistent.

## 4) Learner control

A good interactive multimedia will enable learner to choose the learning materials, level of difficulty, exercises, and practices due to their need and interest. But, the portion of the control has to be suited to the characteristics of the students. Older students may learn more efficiently with bigger control, but younger students and low ability students may get confused instead.

## 5) Color

Color is most effective when used consistently for cueing and highlighting. Effective colors should use a maximum three to six colors per screen, use the brightest colors for the most important information, use a neutral colors as a background and use significant contrast between text and a background color to provide a higher degree of text readability. Avoid using hot colors and complimentary colors.

## 6) Graphic

It is better to use both text mode and graphic mode rather than just text mode or graphic mode alone.

## 7) Animation

Animation in a good interactive multimedia has to be able to make clear the materials, as well as motivating, and attractive.

## 8) Audio

The use of audio in the interactive multimedia has to be able to be controlled by the user. The audio has also to make clear information related to the materials.

In addition, Newby (2000) consider that there are some criteria of effective interactive multimedia design, which are:

- 1) Graphics: effective graphics should eliminate distracting background and use visual that are neither too abstract nor too realistic.
- 2) Texts: effective texts should put title at centre top of visual, use short, concise, meaningful, descriptive titles, that contain key words, eliminate unnecessary words, use italics, boldface, underlining, color or a change in learning style for emphasize, and minimize text on each visual.
- 3) Colors: effective colors should use lightest and brightest colors to focus attention on important elements, use lettering and visual that contrast with background colors, select colors that are harmonious, use consistent background colors in a series of visual, and limiting the number of colors in a visual to five.
- 4) Layout: effective layout should make visuals as simple as possible, use size, relationship, perspective, and such visual tool as color and space to emphasize important elements, and use pleasing layout that appears balanced and orderly.
- 5) Videos: effective videos should have clear and appropriate visualization to the theme and have clear sounds.

In line with that, Smaldino et al. (2014: 203) stated that students and teacher supposed to use the following materials to produce appropriate media:

- 1) Text: up to 10% or 1,000 words, whichever is less.
- 2) Audio: up to 10%, but no more than 30 seconds, provided the excerpt does not compromise a part of the whole that would constitute a performable unit such as a section, movement, or area.
- 3) Images: not more than 5 images by the same artist or photographer and up to 10%, but not more than 15 images from a single collection.

4) Video: up to 10% or 3 minutes, whichever is less.

5) Numerical data: up to 10 % or 2,500 fields or cell entries, whichever is less.

The theories above indicate that in developing learning multimedia, the researcher must consider the portion and the choice of the media used to result in an appropriate and effective learning multimedia. There shouldn't be a media that appear too dominant. All the media used in developing appropriate learning multimedia have to be well balanced and selected carefully. The appearance of the multimedia also takes an important role in supporting its appropriateness. There shouldn't be too bright colour in the multimedia. Consistency and optimality are very crucial for the navigation system as well. The theories above will play important role in the developing process.

## 2. Theories of Learning

An effective learning multimedia must be developed based on a learning theory that is suitable for the users. "Cognitive psychology learning paradigm include learning theories which consider the nature of individual learning as well as how knowledge as constructed in social situations," Sanders (2001: 2). It includes behaviorism perspective, cognitivism perspective, and constructivism perspective.

### 1) Behaviorism Perspective

The main idea of Behaviorism perspective is that language acquisition will occur due to behavioral practices, drills and exposure to the target language. As students get used to the language, they will learn the language. There is nothing to do with internal matter such as aptitude, natural talent, brain's LAD (Language Acquisition Device), memory capacity, and so on, when learning occurs. Behaviorists believe that everyone has the same chance in learning second language. The things that will determine the success of the learning result are practices and drills. In addition to that, they only rely on observable behaviors as their source of research. As the result, behaviorists have lack on describing how the input that students get from practices and drills is processed and turned into output. There are a lot of pros and contras related to this theory since behavioural

concepts are not necessarily acceptable to all types of learners, but many people still strongly believe in this theory.

## 2) Cognitivist Perspective

In the other hand, Cognitivist perspective has contrast point of view against the Behaviorist perspective. In the late of the twentieth century, a Swiss psychologist Jean Piaget made a big breakthrough in the theory of learning. Based on his work on in 1977, cognitivists create a model of how learners can acquire language through internal process. It explains how people can think, solve problems, and make decisions. In contrast with the behaviorists which believe that language is the result of drills and practices, cognitivists believe that language is the result of mental process that individual does. New input will be stored in the short term memory. Some of the input will be successfully stored in the long term memory, where learners can combine and manipulate this new input with their previous knowledge to develop cognitive strategy and skill to solve problems, or to give responses to the environment. This individual process will make students more independent in encountering problems that occur in the learning process in the classroom by manifesting available sources and their own cognitive strategies, rather than fully rely on the teacher's guidance.

## 3) Constructivists Perspective

Constructivism is developed based on the ideas of cognitivists perspective. Instead of believing that learning will occur due to the passive transfer of information that is decoded and processed internally, constructivists believe that learning will only occur when it refers to the *experimental learning*. Information is not transferred directly to the learner, but implicitly. Teacher must provide learners with language experiences, so that learner can construct their own understanding about the problems, and make inferences and interpretation about the problems as their main input. The learning process should be in the form of discovery and problem solving. The main purpose of teacher's instructions is not to give students information, but to create environment that enable learners to identify problems and make interpretations to solve the problems by themselves. There is a process of understanding and interpreting which make information

stored in the short term memory can be successfully sent to the long term memory where the “learning” happens.

In addition to the theories of design, the theories of learning indicates that in developing appropriate and effective learning multimedia, the researcher has to consider not only the appearance of the multimedia but also the practices and drills covered in the learning multimedia. The theories of learning stated that there are some ways that can trigger the learning to happen. The drills and practices in the learning multimedia being developed may refer to any learning perspective (behaviorism, cognitivism, or constructivism), but it has to be suited with the students’ characteristic and condition to result in an appropriate and effective learning multimedia. The drills and practices are then combined with the design to create an appropriate and effective learning multimedia, vocabulary learning multimedia in this case.

#### **e. The Role of Interactive Multimedia in Education**

According to Levy (1997: 83), interactive multimedia has the role in education, rarely as a tutor, as a tool, and as a tutee. They are elaborated as follows:

##### **1) Interactive Multimedia as a Tutor**

Interactive multimedia as a tutor means that interactive multimedia is used to deliver the materials and also used to respond to the students’ input by doing the evaluation. Wyatt (1984) in Levy (1997: 83) defines this function as an instruction that is related with the way computer conducted the lesson by tutorials, drills, and practice.

##### **2) Interactive Multimedia as a Tool**

Interactive multimedia is used as a medium of learning in term of presenting materials. It cannot evaluate the students’ input. Wyatt (1984) in Levy (1997: 83) defines this function as facilitator without teachers’ guidance.

##### **3) Interactive Multimedia as a Tutee**

The user should program the computer in such a way so that the computer understands what is expected by the user. In this term, interactive multimedia as a tutee, the computer can be either a tutor or a tool.

Considering the role of the interactive multimedia, it can be a means to replace teacher's role. Furthermore, when multimedia replaces teacher, it means that students are able to learn independently by using interactive learning multimedia anywhere or anytime they want. Even though there are some teachers' roles which cannot be replaced by the interactive learning multimedia, still the interactive learning multimedia is an effective device which enables students to learn outside the classroom. Thus, interactive learning multimedia can solve one problem in learning English in the classroom, which is the limited amount of time to learn English in the classroom.

### **3. Instructional Game**

#### **a. The Nature of Instructional Game**

Heinich, Molenda and Russel (1982: 306) described that "game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal." Meanwhile instruction refers to "such a guidance or direction designed to help someone learn new skill or values applicable beyond the game itself." Instructional game which is utilized in learning has double objectives, which are the objective of the game and the objective of the learning. The objective of the game refers to what students need to do in order to finish the game. Meanwhile the objective of the learning refers to what students will get after finishing the game. In its application, the objective of the game will be more emphasized rather than the objective of the learning. Students will be more focused on the game rather than on the learning, but in the end, they will achieve both objectives. The objectives of the game are explicit, while the objectives of the learning are implicit.

Van Eck (2006: 3) stated that "games embody well-established principles and models of learning. For instance, games are effective partly because the learning takes place within a meaningful (to the game) context." The materials are related directly to the environment in which we have to practice and demonstrate it. Thus the learning which occurs is meaningful and has relevant context.

The instructional game then can be counted as one of effective learning media. It can improve students' motivation and interest in learning, since

students will be more focused on playing game, not the learning. But, in the end, students will also receive the learning, since they practice and demonstrate the materials without their knowing.

#### **b. Instructional Game in The Classroom**

Using instructional game in the classroom is not really popular in Indonesia. The teaching and learning process is commonly happen traditionally, in which teacher deliver the materials and students passively receive it. The use of game is not much preferred since it is associated with “play” instead of “learn”. The word “play” itself refer to fun and entertainment, which is in contrast with the word “learn.” Playing in the classroom is considered as a bad habit which can hamper the process learning. Thus, many teachers restrict students playing in the classroom. This stigma is somehow right, in the sense that playing with something apart of the materials can distract students’ concentration in learning the current materials being taught. But it doesn’t mean that we cannot develop game to be used in the learning process. We can use game to be a powerful learning media instead.

Games have something that traditional teaching and learning technique has lack of, which is fun and entertaining. It can be a great learning media if it is well utilized. It can engage students’ attention as well as providing meaningful learning when teachers can insert materials into the game. Unfortunately, the use of game as a learning media needs quite preparation. It cannot cover too much material as well. Thus teachers have to be well prepared if they want to use game as a learning media. Teachers cannot use all the time during the class as well. They should use it at particular times, when students get tired of learning and need different activity to refresh their mind. Since the learning is implicit when teacher uses game, they have to give evaluation after playing the game to emphasize on what actually students have learnt after playing the game.

### **c. Application of Instructional Game**

Heinich, Molenda and Russel (1982: 310) stated that instructional games are particularly well suited to:

1. Attainment of cognitive objectives in general, particularly those involving recognition, discrimination, or drill and practice, such as grammar, phonics, spelling, arithmetic skill, formulas (chemistry, physics, logic), basic science concepts, place names, terminology, etc.
2. Adding motivation to topics which ordinarily attract little student interest, for example grammar rules, spelling, and math drills.
3. Small-group instruction; instructional games provide structured activities that students or trainees can conduct by themselves without close instructor supervision.
4. Basic skills such as sequence, sense of direction, visual perception, number concepts, and following rules can be developed by means of card games.
5. Vocabulary building; a number of commercial games such as Bogle, Fluster, Scrabble, and Probe have been used successfully by teachers to expand spelling and vocabulary skills although they were designed and are marketed primarily for recreational purposes.

Using game as a learning media is very tricky. It can be a very powerful means, but it can turn into failure when teachers do not implement it carefully. Game can promote learning as well as destruct learning. Game can help teachers to get students engagement to the learning materials, but over implementing game in the classroom will cost too much time and abandon other materials that must be taught. Applying those principles above can help teachersto utilize games in the learning process effectively.

### **4. Models of Developing Instructional Media**

An effective learning multimedia needs to be designed carefully, or else, the product designed won't be beneficial for the learning process itself. There are several models of developing instructional media which can be adapted. One among those is the model proposed by Lee and Owens (2004). The Lee and Owen

model is used in this research due its simplicity and effectiveness. The procedure of the developing is as follows:

#### 1. Analyze

In this phase, the problem encountered in the teaching and learning process is identified. The researcher must be able to identify the existing gap between the current state and the aimed state in the teaching and learning process. Further, the researcher also has to determine the solution to overcome the problem. In this phase, the need analysis is conducted to obtain sufficient information about the target needs and the learning needs.

#### 2. Design

After collecting sufficient information regarding the teaching and learning process, the researcher has to plan their multimedia project. This phase involves the process of selecting topic, defining objectives, designing course grid, and designing flowchart and storyboard.

#### 3. Develop

In this phase all the elements of the interactive multimedia such as texts, pictures, sounds, or animations are selected and integrated to create the desirable interactive multimedia program. Validating and revising process is also required in this phase to obtain good quality of the product that is suitable to overcome the existing problem.

#### 4. Evaluate

In this phase, the materials developed are being evaluated. The goal of this phase is to reflect on what the researcher has done during the research process, and how effective the material produced is. The evaluation was done by the experts to obtain feedback which latter on can be used to improve the quality of the product. There are two categories of evaluation which are formative evaluation and summative evaluation. The formative evaluation is done by completing the analysis, design and develop phase in order to evaluate the quality of the product, while the summative evaluation is done as the final evaluation to assess the efficiency and effectiveness of the product to overcome the existing problem.

## 5. Implementation

In this phase, the second product that is evaluated by the experts is then implemented by doing try out. The result of the implementation will be considered as evaluation in order to improve and revise to create the final product.

### **B. Conceptual Framework**

There are some important factors that will determine English language mastery which are vocabulary mastery, language structure, listening skill, speaking skill, reading skill, and writing skill. Considering its importance, vocabulary is considered as one of the most important aspects of language which needs special attention. However, mastering English vocabulary is not easy considering the vocabulary size, limited learning time, and lack of motivation. One of the ways which can help to overcome those problems is by developing interactive vocabulary learning multimedia.

Interactive vocabulary learning multimedia can help teacher in presenting materials in different way which can improve students' motivation in learning vocabulary. It can also help students to learn vocabulary independently outside the classroom to overcome the lack of learning time in the classroom. The interactive multimedia will follow the principles of Direct Method teaching since it is considered as the best method to teach vocabulary to beginner.

There are many kinds of media which can be used to develop interactive multimedia such as Android, Prezi, Macromedia flash, RPG maker, and PowerPoint. The researcher decided to develop the interactive multimedia using Microsoft PowerPoint software since Microsoft PowerPoint is very familiar software to use in our educational field. It is also user friendly, and can be accessed by both teachers and students easily. By using Microsoft PowerPoint software, the researcher also wants to encourage teachers to develop similar interactive multimedia to help students in learning. The researcher wants to show that to create an effective interactive multimedia is not so difficult and can be done by anyone even by the researcher herself, who is just a student and do not really get along with technology.

The interactive multimedia is expected to build up fun and interesting atmosphere in the teaching and learning process to increase student motivation. It is also expected to cover appropriate materials for seventh grade students. The practices and drills are divided into three sections which are input, drill, and evaluation. This sequence follows the practices and drills sections in *When English Rings The Bell* book, which is provided by the government to support the implementation of curriculum 2013. In every unit in the book, there are examples of expressions usage as the input, which is followed by several drills activities. The researcher adds the evaluation part to see what have been learnt by the students.

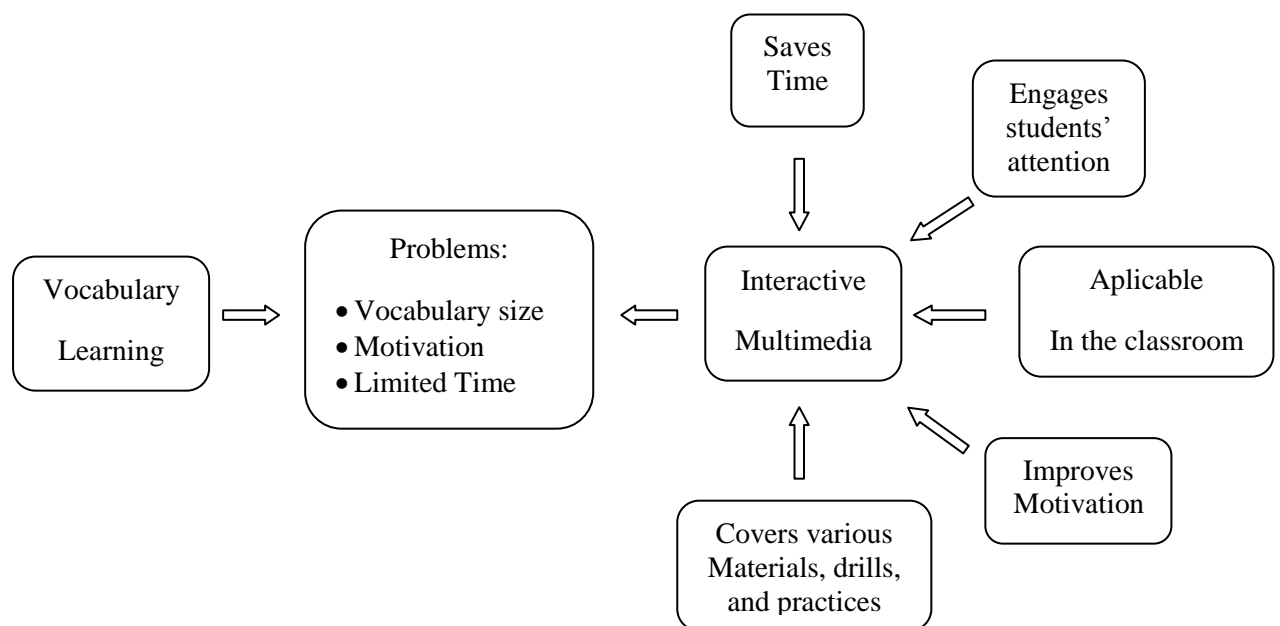


Figure 1: **Conceptual Framework**

### **C. Relevant Studies**

The implementation of curriculum 2013 leads to a big demand of supplementary materials, since students are encouraged to discover knowledge by themselves. Looking at its characteristics, role, advantages, etc. interactive multimedia is appropriate to be a form of supplementary material. Meanwhile, teaching and learning vocabulary is also considered very crucial in the English language teaching and learning. Vocabulary is the basic component of language which learners have to master. Therefore, there are a lot of studies related to the development of interactive multimedia, and the vocabulary teaching and learning.

Nuradila (2014) conducted a study to develop an interactive multimedia to help physics education students to learn vocabulary. The results of the study indicates that the interactive multimedia is very appropriate to help physics education students to master vocabulary.

Rahayu (2013) conducted a study related to the teaching vocabulary through quarded games. The result of the study shows that there was an improvement of students' vocabulary development after some treatment of using quarded games. The result of the study also shows that the use of quarded games could encourage students to be more engaged to the learning process, and could provide students opportunities to share ideas.

Both studies indicate that the interactive vocabulary learning multimedia is appropriate to be a supplementary materials. It can help students to independently learning vocabulary, which further can help students to learn English on the whole.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Design of Study**

The objective of this study is to develop interactive vocabulary learning multimedia for SMP N 15 Yogyakarta. Thus, the design of the study is classified into Research and Development design. As noted by Gall, Gall, and Borg (2003: 569), “Research and Development study is a research process used to develop and validate educational products.” This statement implies that by adapting this design, there are process of developing and validating an educational product in this study. The development is based on the relevant data collected from the research respondent, and the validation involves media expert and material expert. The educational product is also validated by being implemented in the real teaching and learning process to assure its quality and feasibility.

#### **B. Research Setting**

The research was conducted in SMP Negeri 15 Yogyakarta that is located in Jl. Tegal Lempuyangan No.61, Yogyakarta. The school has eighteen classes and is well facilitated. Each grade consists of ten classes (A, B, C, D, E, F, G, H, I, and J). There is a computer laboratory with 45 units of computers which can be used in the teaching and learning. Each class is also facilitated with LCD projector which can support the teaching and learning process using multimedia device.

#### **C. Research Respondents**

The respondents in this research were the student and the teacher of SMP N 15 Yogyakarta. There were 33 students of 7th grade from class E that was given the questionnaires for the need analysis, and an English teacher that was interviewed to gain information related to the data needed to develop the product of the research.

## **D. Research Procedure**

To develop the interactive multimedia effectively, a planning and a good model were considered crucial. The researcher developed the interactive multimedia by adapting the media development model proposed by Lee and Owens (2004). The development itself required five steps which were:

### **1. Analysis**

#### **a. Needs Analysis**

In this phase, the researcher tried to identify the target needs and the learning needs of the students. The goal of needs analysis was to match student's need and the program. Questionnaires regarding the target needs and learning needs were given to the student to acquire basic information. The result of the observation and interview was also considered in this phase.

#### **b. Content Analysis**

The goal of content analysis was to match the content with the core competency, basic competency, and syllabus. An interview with the English teacher was conducted to analyze potential content and materials for the program.

### **2. Design**

#### **a. Designing Course Grid**

In this phase, the researcher created the draft of the materials that would be presented. The materials taken are based on the syllabus and the textbook used by students to get appropriate draft of the materials.

#### **b. Designing Flowchart**

After having sufficient draft of the materials, the researcher created the flowchart which would describe the layout of the interactive multimedia developed. Flowchart is a symbol or picture which depicts the steps representing activities of processing the materials. It links one page to another. The flowchart served as a roadmap of the interactive multimedia.

### **3. Development**

#### **a. Materials collecting**

In this phase, materials to develop the interactive multimedia such as pictures, backgrounds, animations, fonts, sounds, etc. were collected.

b. Integrating the materials into the program

In this phase, the materials were integrated to be an interactive multimedia. The supporting software that was used was Microsoft PowerPoint. Microsoft PowerPoint was chosen since it is user friendly and very popular among teachers and students. It is expected that teachers can develop similar program in the future.

c. Validation by the expert

The first draft of the product was consulted to the supervisor see whether it was yet appropriate, and to get opinions which would help the researcher to develop the product.

4. Evaluation

The first product was evaluated by the expert through questionnaires. The questionnaires were then analyzed to revise the product which led to the final product.

5. Implementation

In this phase, the product was tested in the field to see whether it could meet the objectives or not. The implementation phase is in the form of Small group try out. According to Sadiman (2005: 186), the member of small group try-out must consist of 2 up to 8 students who represent the target population. The small group try-out involved 6 students which were chosen randomly. They tested the program and were given the questionnaire. The questionnaires were then analysed to see whether the multimedia was already appropriate or not yet.

### **E. Data Collection Technique**

The technique used in the data collection process was interview, observation and questionnaire. The interview was used to gain information about the characteristics of the students, and information related to the teaching and learning process in the classroom in order to be able to develop appropriate interactive multimedia, so did the observation. The researcher also used several different questionnaires for students, and experts. The first questionnaire was given to students to gain information about the target needs and the learning

needs. The second and third questionnaire was given to the experts to get comments and suggestions in developing interactive multimedia and also to determine whether the interactive multimedia developed was already appropriate and could be classified into an effective interactive multimedia or not. And the last questionnaire was given to the students to assess the materials.

## **F. Research Instruments**

The instruments used in this research were observation guide, interview guide and questionnaire.

### **1. Observation Guide**

Observation guide was used to guide the researcher in gaining information about the characteristics of the students. The researcher observed the situation in the classroom to be able to identify their characteristic, learning style, personality, motivation, and performance. It was also used to see the situation and facility in the school. The observation was conducted in the beginning of the research. It was then described in the field note to help the researcher to develop appropriate interactive multimedia that will be useful for them.

### **2. Interview Guide**

Interview guide was used to guide the researcher in gaining information from the English teacher related to the materials which would be developed, and to confirm the characteristic and condition of the students. The interview was conducted in the beginning of the research. It was then transcribed to help the researcher develops the appropriate interactive multimedia.

### **3. Questionnaire**

The first questionnaire was used to obtain data concerning the need analysis. It was given to the seventh grade students of SMP N 15 Yogyakarta to see the target needs and the learning needs. The second questionnaire was given the expert to evaluate the content and media appropriateness of the multimedia draft. And the last questionnaire was given to the students to evaluate the content and media appropriateness the multimedia as well. All of the data were very

crucial to help researcher in developing appropriate interactive vocabulary learning multimedia.

Table 1: **The Organization of Needs Analysis Questionnaire**

<b>Aspect</b>		<b>The purpose of the questions</b>	<b>Questionnaire No.</b>	<b>References</b>
<b>Target Needs</b>	<b>Necessities</b>	To find out the type of needs by the demands of target situation.	1,	Hutchinson and Waters (1987: 54),
	<b>Lacks</b>	To find out the gap between learners' proficiency and target situation necessities.	2, 3	Hutchinson and Waters (1987: 54).
	<b>Wants</b>	To find out the learners' wants of learning English.	4	Hutchinson and Waters (1987: 54).
<b>Learning Needs</b>	<b>Input</b>	To find out the suitable input for English learning materials that students want the most.	5, 6	Hutchinson and Waters (1987), Richards (2001: 4)
	<b>Procedures</b>	To find out the suitable procedures that students want the most.	7, 8	Nunan (2004: 52)
	<b>Setting</b>	To find out the desired setting in learning process that the students want the most.	9	Nunan (2004: 70)
	<b>Media</b>	To find out the most suitable media that the students want the most	10, 11, 12, 13, 14, 15, 16,	Stemler (1997: 1)

This organization of need analysis questionnaire was used as the principles to develop the need analysis questionnaire for students in this research. The questionnaires were used to collect data related to the target need and the learning need of the seventh grade students. There were seven aspects that were considered to develop 16 simple questions for students regarding the necessities, lacks, wants, input, procedures, setting, and media. The questions are in the form of multiple choice.

Table 2: The Organization of Expert Judgment Rating Scale

Aspect	The purpose of the questions	Item(s) No.	References
<b>Content Appropriateness</b>			
<b>Content</b>	To measure the content appropriateness of the interactive multimedia.	1, 2, 3, 4	Hutchinson and Waters (1987: 99)
<b>Language</b>	To measure the language appropriateness of the interactive multimedia.	5, 6, 7, 8	Hutchinson and Waters (1987: 99)
<b>Presentation</b>	To measure the presentation appropriateness of the interactive multimedia.	9, 10, 11, 12	Hutchinson and Waters (1987: 99)
<b>Media Appropriateness</b>			
<b>Screen Design and Slide</b>	To measure the layout appropriateness of the interactive multimedia.	13, 14, 15, 16, 17	Stemler (1997: 2-3)
<b>Audio</b>	To measure the interactive and feedback appropriateness of the interactive multimedia.	18, 19, 20	Stemler (1997: 10-11)
<b>Graphic and Animation</b>	To measure the navigation appropriateness of the interactive multimedia.	21, 22, 23, 24, 25	Stemler (1997: 9-10)
<b>Interaction and Feedback</b>	To measure the graphic and animation appropriateness of the interactive multimedia.	26, 27, 28, 29	Stemler (1997: 4-5)
<b>Navigation</b>	To measure the audio appropriateness of the interactive multimedia.	30, 31, 32, 33	Stemler (1997: 5-6)

The organization of the expert judgment rating scale was used to develop a questionnaire for expert judgment. There were 33 questions which cover the assessment related to the content appropriateness and the media appropriateness of the multimedia.

### G. Data Analysis Technique

The data and information were collected to develop the desirable interactive multimedia as well as to help researcher to improve the quality of the multimedia. They were analysed to assess students' need, and to assess the

materials being developed. Both quantitative and qualitative data were obtained in this research. Quantitative data were obtained from the questionnaire. The first questionnaire was given to students to gain information related to their characteristics and target needs as well as the learning needs. The second questionnaire was given to the expert to evaluate and measure the appropriateness of the interactive multimedia that was being developed. The qualitative data were obtained from the observation, interview, and the comments and suggestion from the expert.

## 1. Quantitative Data

### a. Data from Needs Analysis

The data obtained from the need analysis were analysed using frequency and percentage. The item with the highest percentage was considered as the valid representation of students' condition.

$$P = \frac{f}{n} \times 100\%$$

P = Percentage of the item

f = Collected scores / observed frequency

n = Number of cases / expected frequency

### b. Data from Expert Judgment and Students' Feedback

The data analysis technique used to analyse the data from the expert was descriptive statistic technique. The descriptive statistic technique is the statistics which is used to analyse the data by describing or explaining the collected data (Sugiyono, 2004: 142).

To determine the appropriateness of the multimedia, the scoring point of Likert scale was used. The data collected in the form of numbers, are then interpreted to qualitative interpretation (Sugiyono, 2006: 107). The scoring point was used in the questionnaire for the expert and in the questionnaire for students. It is presented as in the table below:

Table 3: **The Scoring Point of Likert Scale**

Scales	Categories
5	Strongly Agree
4	Agree
3	Neither agree or disagree
2	Disagree
1	Strongly disagree

The data in were then analysed descriptively using quantitative data conversion to determine the feasibility of the multimedia developed. This was to find out whether revisions were necessary or not. The data conversions are as follows:

Table 4: **Quantitative Data Conversion (Sudijono, 2003: 335)**

Score Range	Category
>4,2	Very good
3,4 – 4,2	Good
2,6 – 3,4	Fair
1,8 – 2,6	Poor
>1,8	Very poor

## 2. Qualitative Data

According to Onwuegbuzie and Teddlie (2003) in Johnson and Christensen (2008: 555), qualitative data analysis procedures are involving data reduction, data display, data transformation, data correlation, data consolidation, data comparison, and data integration. Some of the steps are adapted in this research in order make interpretation of the data.

a. Data from Observation Guide

The data from observation guide was described in the field note. It was then re-red to reduce some unrelated data. The reduced data was compared and integrated to the data collected from the interview with teacher to make appropriate interpretation.

b. Data from Interview Guide

The data from interview guide was recorded and transcribed. The data was then displayed in the form of dialogue to be reduced and to eliminate some unrelated data. The reduced data about student's materials was correlated and compared with the core competency, basic competency, and syllabus. The data about students' characteristics was correlated and compared with the data from the observation guide related to it. The data were then integrated to make appropriate interpretation.

c. Data from Comments and Suggestions from Experts

The data from comments and suggestions from the expert were correlated with the materials being developed and some theory related to it. If they were correlated, the data were then used to revise the product.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings and discussion of the research. It includes the need analysis, the course grid, the unit design, the flowchart, the first draft of multimedia, the review by experts, and the final draft of multimedia.

#### A. Research Findings

##### 1. The Needs Analysis

The needs analysis discussion was divided into two sections which were target needs and learning needs. The target needs discussion includes necessities, lacks, and wants, while the learning needs discussion includes input, procedures, setting, and media.

##### a. Description of Target Needs

##### 1. Necessities

According to Hutchinson and Waters (1987: 55), necessities can be described as the type of need determined by the demands of the target situation, or what the learner needs to know in order to function effectively in the target situation. The result of the need analysis of necessities indicated that most of the students (90.90%) needed to learn English to help them communicate in English. They wanted to be able to communicate with other students and the teacher in English in the classroom during the English course, and to communicate with foreigner in other situations. In relation with the learning materials, they needed to learn vocabularies more intense in some units which were giving direction 57.57%, the name of things 48.48%, and describing people 36.36%. Those three units were considered as the most needed materials to be learnt. The detailed result is shown in the table below.

Table 5: Target Needs: Necessities

	Questions	Items	N	(%)
Necessiti	The students need to learn English...	a. To read textbook	5	15.15
		b. To be able to communicate	30	90.90
		c. To help in the future study	9	27.27
		d. Others	4	12.12

	The students need to know about vocabularies in the material of...	a. Introducing ourselves	8	24.24
		b. Describing people	12	36.36
		c. Giving direction	19	57.57
		d. Occupation	7	21.21
		e. The name of things	16	48.48
		f. Date, day and time	3	9.09
		g. Giving instruction	10	30.30
		h. Others	1	3.03

## 2. Lacks

Lacks refers to the gap between the learners' existing proficiency and the learners' target proficiency (Hutchinson and Waters, 1987: 56). Based on the need analysis, most students had lack in mastering vocabulary 54.54%. The rest of the students felt that they had lack on other aspects of English language such as grammar 45.45%, speaking 33.33%, listening 27.27%, reading 24.24%, and writing 21.21%. Supporting this finding, it could be seen that 54.54% students felt that their vocabulary mastery was poor. It could be concluded that their vocabulary proficiency was not sufficient to meet the target situation. Thus, they needed more effort and practices to improve their vocabulary proficiency. The detail of the finding can be seen in the table below.

Table 6: **Target Needs: Lacks**

<b>Lacks</b>	Difficulty students face when learning English...	a. Vocabularies	18	54.54
		b. Grammar	15	45.45
		c. Speaking	11	33.33
		d. Listening	9	27.27
		e. Reading	8	24.24
		f. Writing	7	21.21
		g. Other	0	0
	The students' ability in understanding the vocabulary...	a. Very poor	1	3.03
		b. Poor	18	54.54
		c. Good	14	42.42
		d. Very good	0	0

### 3. Wants

Wants refer to learners personal point of view of the target needs (Hutchinson and Waters, 1987: 56). Based on the result of the need analysis, most students (72.72%) wanted to learn the meaning of the words, while the rest of the students wanted to learn about the definition, the sound, the pronunciation, and the usage of the words. The detailed data is presented in the table below.

Table 7: **Target Needs: Wants**

<b>Wants</b>	The aspect of vocabulary that the students want to know...	a. The definition	4	12.12
		b. The meaning	24	72.72
		c. The sound	16	48.48
		d. The pronunciation	8	24.24
		e. The usage	10	30.30
		f. Others	0	0

In conclusion, the 7th grade student of SMP N 15 Yogyakarta needed to learn English to be able to communicate in English. They also needed to learn some units more intensely, which were giving direction, the name of things, and describing people. They had lack in mastering English vocabulary that hampered their language learning. Therefore, they wanted to learn more about the meaning of the words to help them improving their vocabulary proficiency.

#### **b. Description of Learning Needs.**

##### **1. Input**

Input refers to the data that will be used in the multimedia. Based on the need analysis most of the students (42.42%) wanted to learn 10-20 words in each unit in the interactive multimedia. This number was considered by students as the most appropriate number of vocabulary to be learnt. The detailed information is presented in the table below.

Table 8: **Learning Needs: Input**

<b>Input</b>	The amount of vocabulary learned in each unit is...	a. > 10 words	5	15.15
		b. 10 – 20 words	14	42.42
		c. 20 – 30 words	6	18.18
		d. > 30 words	8	24.24

## 2. Procedures

Procedures refer to how the input would be presented in the multimedia being developed. Based on the need analysis, most students wanted to learn vocabulary through game. While the rest of the students wanted to learn vocabulary through other procedures such as reading, music, writing, dictionary use and guessing from context. Detailed information about the learning needs procedures is presented in the table below.

Table 9: **Learning Needs:Procedures**

<b>Procedures</b>	The approach of learning vocabulary is...	a. Through text reading	13	39.39
		b. Guessing meaning from context and dictionary activity	15	45.45
		c. Through game	20	60.60
		d. Through music	16	48.48
		e. Through writing	8	24.24
		f. Others	1	3.03

## 3. Setting

Setting refers to the place in which students feel it would be more optimal for vocabulary learning to happen. The table below tells the detailed information about the setting of the vocabulary learning.

Table 10: **Learning Needs:Setting**

<b>Setting</b>	The students desire to learn vocabulary in...	a. the classroom	13	39.39
		b. outside the classroom, but still in the school area	21	63.63
		c. in computer laboratory	6	9.09
		d. outside the school	17	51.51

The table above indicated that most students (36.84%) wanted to learn vocabulary outside the classroom, but still in the school area, while 29.82% students wanted to learn vocabulary outside the school. Only 22.80% students wanted to learn vocabulary in the classroom, and the rest of the students (10.52%) wanted to learn vocabulary in the computer laboratory. This finding indicated that there was a need of a media which enable students to learn vocabulary independently outside the classroom.

### c. The Description of Media

The last component of a needs analysis is the description of the media. This part of the needs analysis informs the researcher about how the media should be developed to achieve appropriate result. There were seven questions related to this issue in the needs analysis questionnaire. The questions helped the researcher to develop the media based on the students' preference. The table below tells the detailed information about how the media should be developed.

Table 11: **Learning Needs:Media**

Media	The media students desire to learn vocabulary is...	a. Textbook	18	54.54
		b. Interactive multimedia	20	60.60
		c. Website	11	33.33
		d. Others	1	3.03
	The background of multimedia that the students desire is...	a. Similar on every page	9	27.27
		b. Depend on its function	24	72.72
		c. Others	0	0
	The type of font used in multimedia is...	a. Arial	7	24.24
		a. Bradley Hand ITC	0	0
		b. Century Schoolbook	12	36.36
		c. Comic Sans	5	15.15
		d. Dotum	0	0
		e. Harrington	9	21.21
	The font size used in multimedia is...	a. Similar for the whole multimedia	8	27.27
		b. Depend on its function	25	75.75
	The font color used in multimedia is...	a. Similar for the whole multimedia	8	24.24
		b. Depend on its function	25	75.75
	The picture used in multimedia is...	a. Cartoon	25	75.75
		b. Realistic	8	24.24
	The use of backsound in multimedia is...	a. Not needed	0	0
		b. Sometimes needed	11	33.33
		c. Needed	22	66.66

The result of the need analysis related to how the media should be developed indicated that most of the students wanted to have interactive multimedia as the vocabulary learning media. The students also wanted the background of the multimedia to be different in each slide, depends on its function. In addition, they wanted to use *Century Schoolbook* and *Harrington* font

in the interactive multimedia, which size and color are made vary depends on its function. Most of the students also wanted to use cartoon picture and back sound in the interactive multimedia to make it much more attractive.

## **2. The Course Grid**

The course grid was developed based on the result of the need analysis. The course grid functioned as the guideline in developing the interactive multimedia, so that the result of the product would match the result of the need analysis. In developing the course grid, the researcher also considered the syllabus, the interview result, and the observation result as the source of information. The course grid consisted of core competence, basic competence, objectives, indicators, unit title, topic, vocabulary input, and activities. The activities in each unit were divided into three parts which are input, drill and evaluation. The input part aimed to introduce the students to the vocabulary, the drill part aimed to practice using the vocabulary, and the evaluation part aimed to see whether the students has already learnt the vocabulary yet.

## **3. The Flowchart**

After developing the course grid, the next phase was to design a flowchart. A flowchart visually depicts the sequence and structure of a program (Ivers & Barron, 2002:61). A flowchart was designed to make a clear concept of how the parts of the interactive multimedia was constructed and linked one another. The flowchart was in the form of tree structure. It was preceded by the main menu and then branched into several submenus. The figure of the flowchart can be seen in the appendix.

## **4. The First Draft of The Interactive Multimedia**

After the flowchart was designed, the first draft of the interactive multimedia was then developed. This phase involves several steps which were collecting materials, integrating the materials into the program, and validation by

the expert. The complete version of the first draft can be seen in the appendix, while the basic parts of the first draft are presented below.

#### a. Title

Title is the first slide appears when the program is run. It contains the title of the interactive multimedia, a short description of the interactive multimedia, the Yogyakarta State University logo, and a play button. Below is the picture of the title slide.



Figure 2: **Title**

#### b. Home

The home slide will appear after the student click on the play button in the Title slide. The home slide consists of the three units of materials that the student has to choose. The picture of the slide is presented as follows.

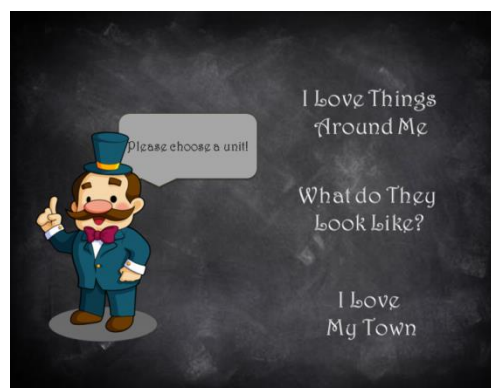


Figure 3: **Home**

#### c. I Love Things Around Me (Unit 1)

In Unit 1, students are expected to learn name of things around the home and school. There are 18 words to be learnt in this unit. The concept of Unit 1 is

“hidden object game” in which, the student of the interactive multimedia has to find several hidden objects on the screen. The background of the game was designed to appear like the rooms at home and at school such as living room, bedroom, classroom, etc. to build more realistic and familiar atmosphere. Unit 1 consists of three parts which are input, drill, and evaluation.



Figure 4:Unit 1 Home

### 1. Input

The purpose of the input part is to introduce vocabulary to the students. In the input part, students are expected to get clear illustration of the things around us. The hidden object game will help students to get clear illustration of the room and things that inside the room. Since this part has the purpose to introduce the vocabulary, there is a hint button which functions to help student find hidden things. There are three slides in this part of unit.

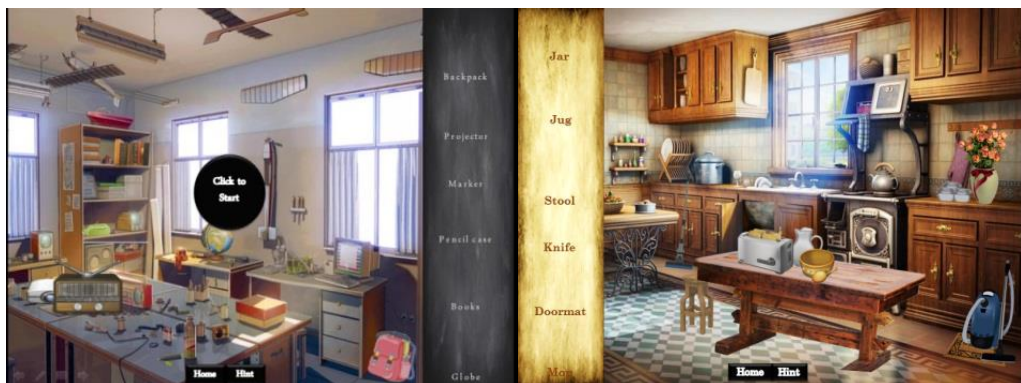


Figure 5:Unit 1Input.1

Figure 6:Unit 1Input.2



Figure 7:Unit 1Input.3

## 2. Drill

The purpose of the drill part is to practice recognizing the things around us. Students have to observe the illustration and have to be able to recognize the things around us. In the drill part, there is no hint button, so that the student will learn to recall and repeat the vocabulary that they get in the input part. There are 10 slides in this part.



Figure 8:Unit 1 Drill.1

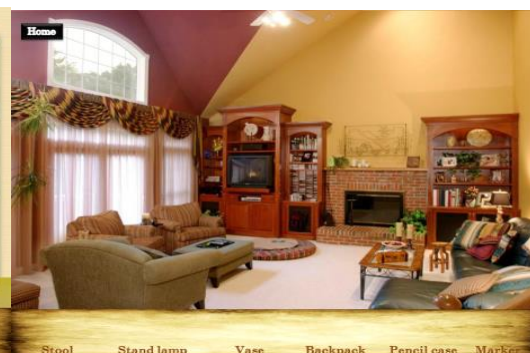


Figure 9:Unit 1 Drill.2

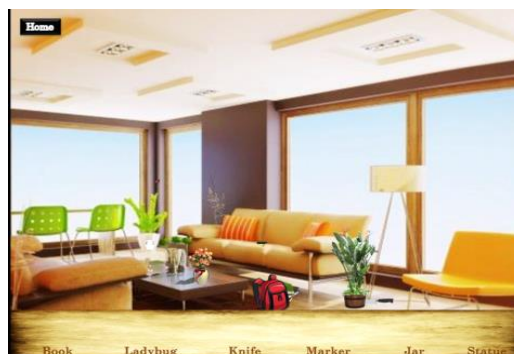
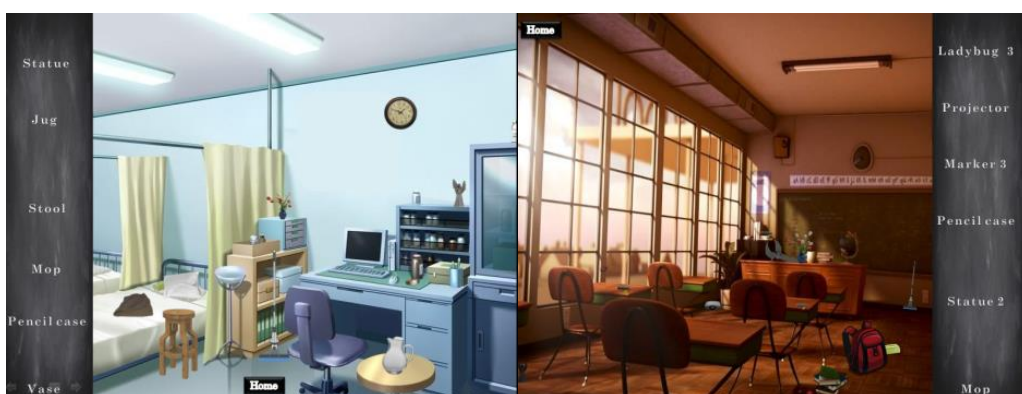
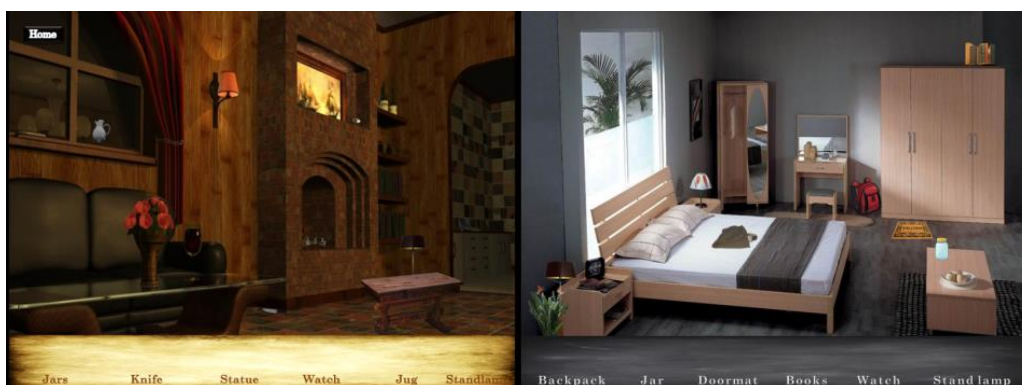
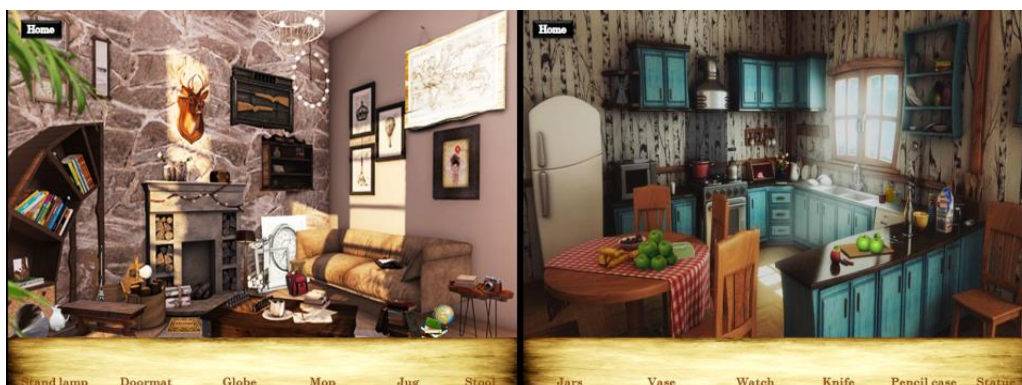


Figure 10:Unit 1Drill.3



Figure 11:Unit 1Drill.4



### 3. Evaluation

This part is aimed to see whether the student has already learnt the vocabulary or not. The evaluation part is in the form of choosing the best describing picture. There are 20 slides in this part.



Figure 18:Unit 1Evaluation.1

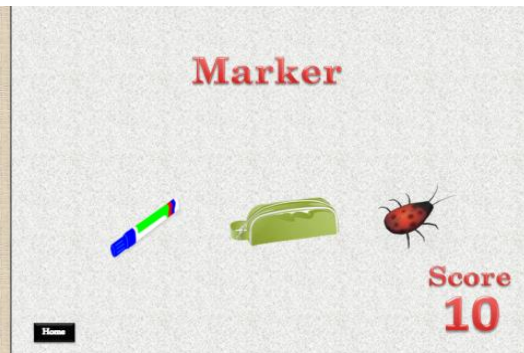


Figure 19:Unit 1Evaluation.2



Figure 20:Unit 1 Evaluation.3

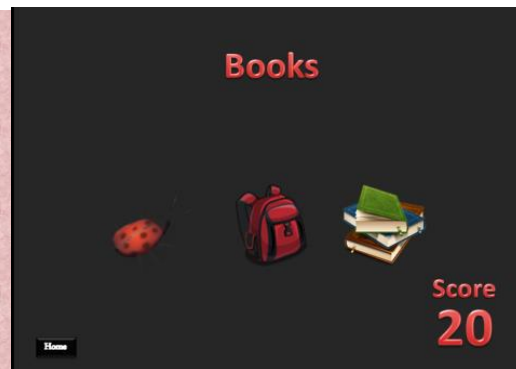


Figure 21:Unit 1 Evaluation.4



Figure 22:Unit 1 Evaluation.5



Figure 23:Unit 1 Evaluation.6



Figure 24:Unit 1 Evaluation.7



Figure 25:Unit 1 Evaluation.8



Figure 26:Unit 1 Evaluation.9

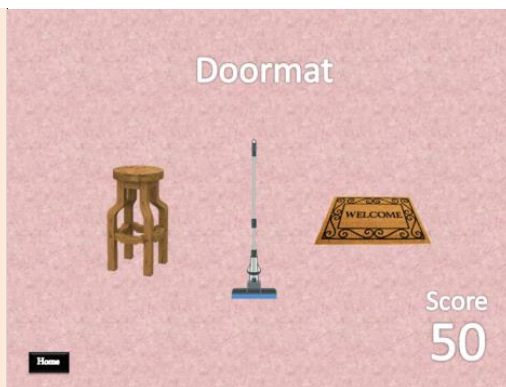


Figure 27:Unit 1 Evaluation.10

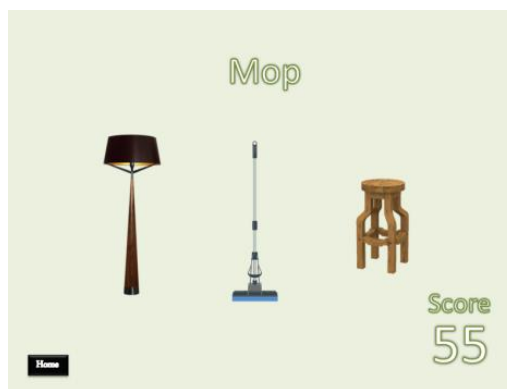


Figure 28:Unit 1 Evaluation.11

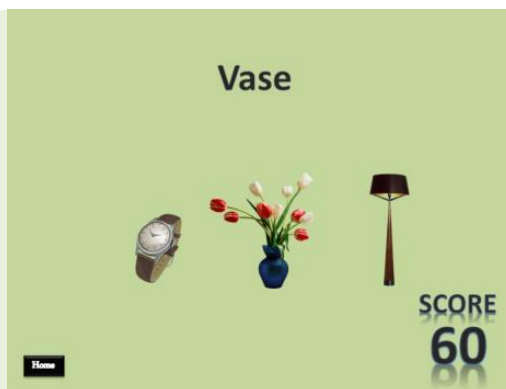


Figure 29:Unit 1 Evaluation.12

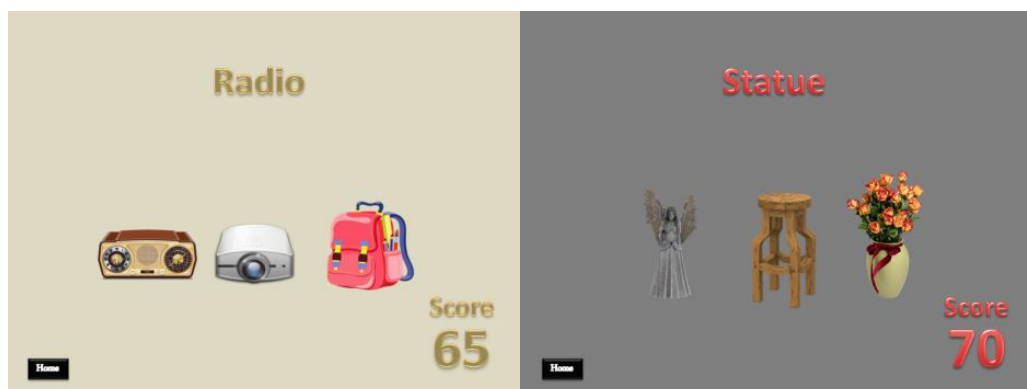


Figure 30:Unit 1 Evaluation.13

Figure 31:Unit 1 Evaluation.14



Figure 32:Unit 1 Evaluation.15

Figure 33:Unit 1 Evaluation.16

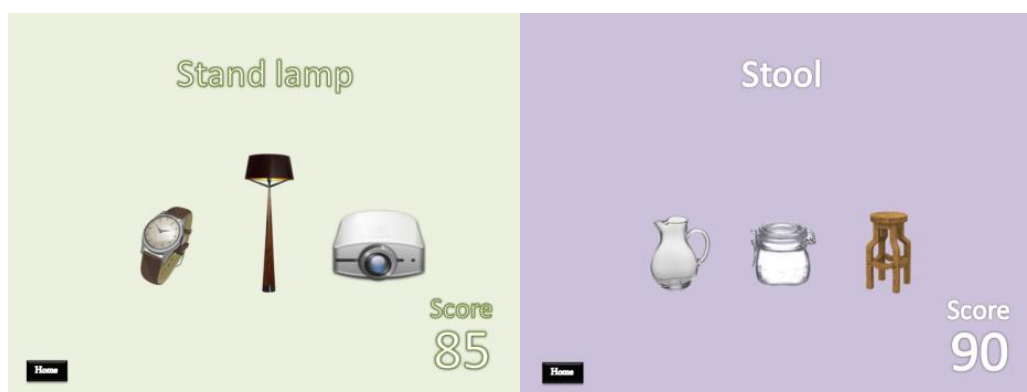


Figure 34:Unit 1 Evaluation.17

Figure 35:Unit 1 Evaluation.18

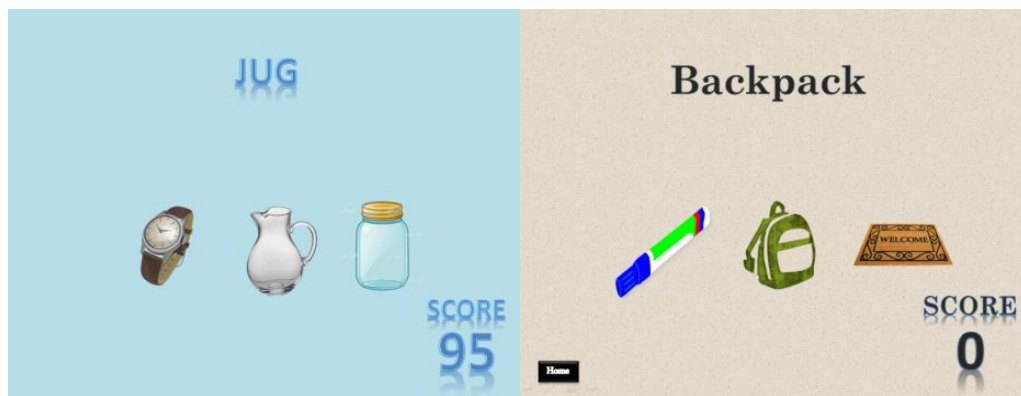


Figure 36:Unit 1 Evaluation.19

Figure 37:Unit 1 Evaluation.20

#### d. What do They Look Like? (Unit 2)

In Unit 2, students are expected to learn vocabulary related to people appearance. There are 20 words to be learnt in this unit. This unit consists of three main parts which are input, drill, and evaluation. Unlike the Unit 1, there are two different games in this unit. Each game has its own input and drill part, but the evaluation part comes as one in the end of the unit. In the first game, the students are asked to create a figure of female based on a particular clue. Meanwhile, in the second game, they are asked to find a person based on a particular description. The evaluation part is in the form of choosing the best describing picture. This part is aimed to see whether the student has already learnt the vocabulary or not.



Figure 38:Unit 2 Home

## 1. Input

Input part has the purpose to introduce the vocabulary to the students. In this unit, the input part is in the form of observing. There are pictures and words. When the word is clicked, there will be a picture or pictures which blink to indicate what word they are represented.



Figure 39:Unit 2 Input.1

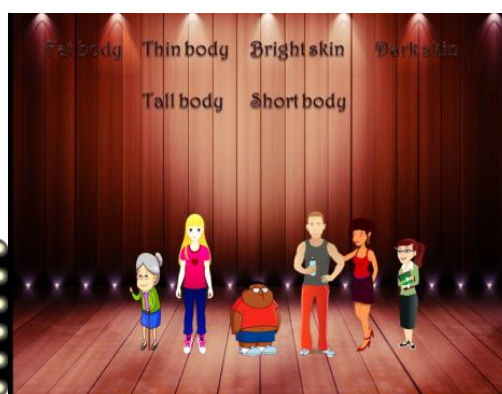


Figure 40:Unit 2 Input.2

## 2. Drill

The drill part has the purpose to practice recognizing the vocabulary. There are two different games in this Unit. The first game is related to facial features vocabulary, in which students are required to create a face picture based on a particular description. The second game is related to body features vocabulary, in which students are required to find a person based on a particular description.



Figure 41:Unit 2 Drill 1.1



Figure 42:Unit 2 Drill 1.2



Figure 43:Unit 2 Drill 1.3

Figure 44:Unit 2 Drill 1.4



Figure 45:Unit 2 Drill 1.5

Figure 46:Unit 2 Drill 1.6



Figure 47:Unit 2 Drill 1.7

Figure 48:Unit 2 Drill 1.8



Figure 49:Unit 2 Drill 1.9



Figure 50:Unit 2 Drill 1.10



Figure 51:Unit 2 Drill 2.1



Figure 52:Unit 2 Drill 2.2



Figure 53:Unit 2 Drill 2.3



Figure 54:Unit 2 Drill 2.4



Figure 55:Unit 2 Drill 2.5



Figure 56:Unit 2 Drill 2.6

### 3. Evaluation

This part is aimed to see whether the student has already learnt the vocabulary or not. Same as the evaluation part in the Unit 1, the evaluation part is in the form of choosing the best describing picture. There are 20 slides in this part.



Figure 57:Unit 2 Evaluation.1

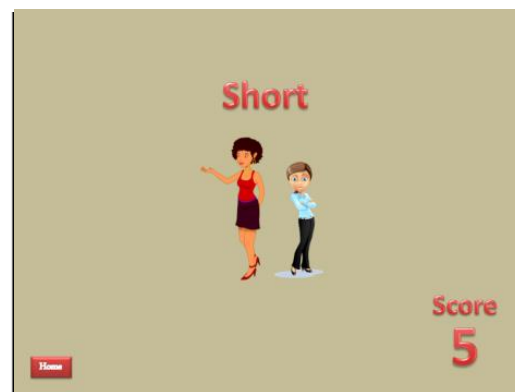


Figure 58:Unit 2 Evaluation.2



Figure 59:Unit 2 Evaluation.3



Figure 60:Unit 2 Evaluation.4

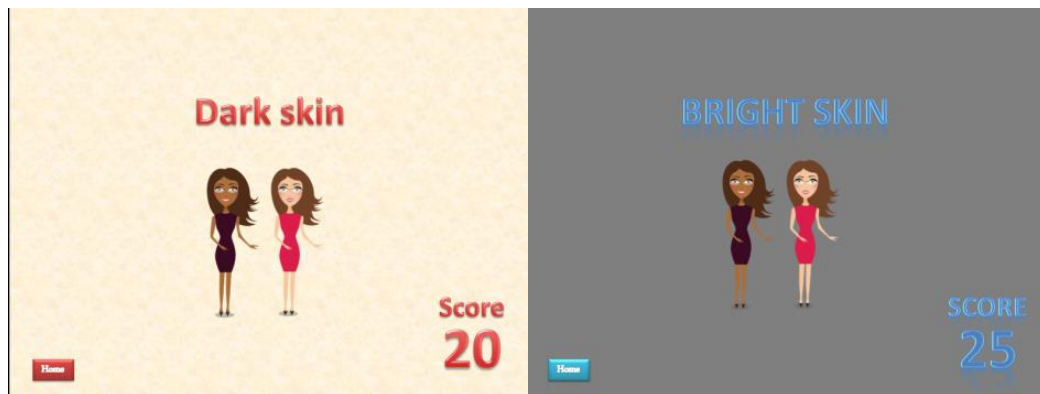


Figure 61:Unit 2 Evaluation.5

Figure 62:Unit 2 Evaluation.6

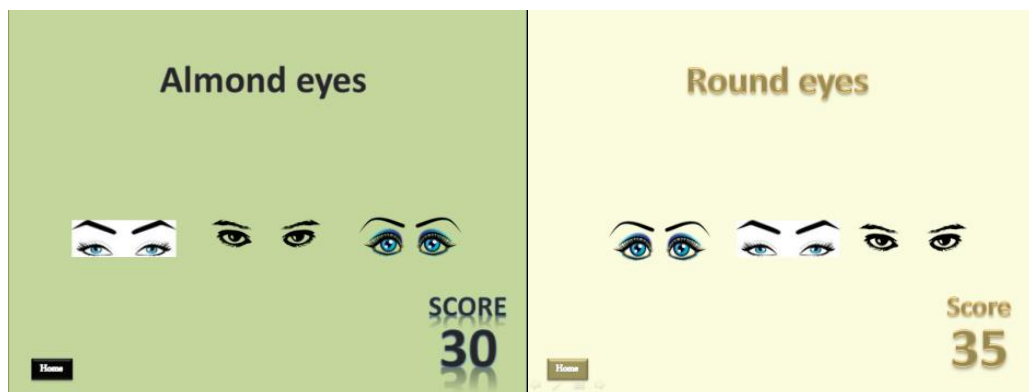


Figure 63:Unit 2 Evaluation.7

Figure 64:Unit 2 Evaluation.8

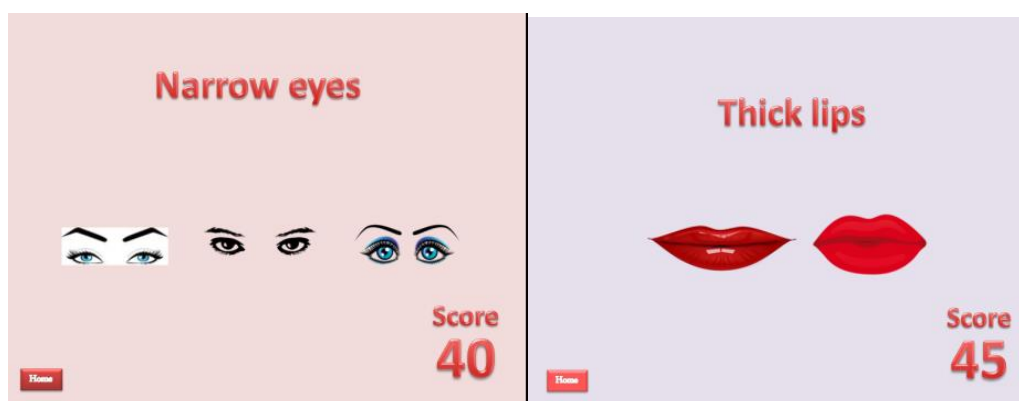


Figure 65:Unit 2 Evaluation.9

Figure 66:Unit 2 Evaluation.10

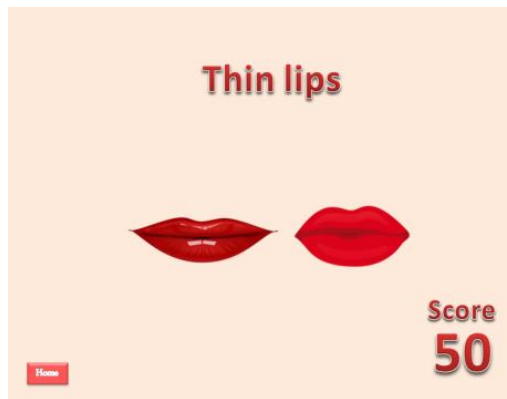


Figure 67:Unit 2 Evaluation.11

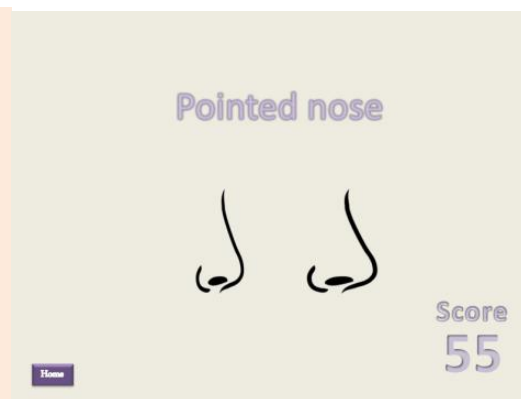


Figure 68:Unit 2 Evaluation.12

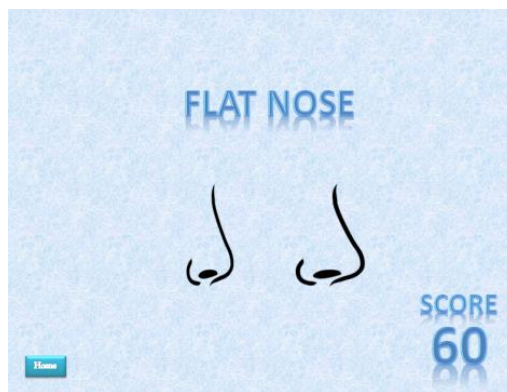


Figure 69:Unit 2 Evaluation.13



Figure 70:Unit 2 Evaluation.14



Figure 71:Unit 2 Evaluation.15



Figure 72:Unit 2 Evaluation.16

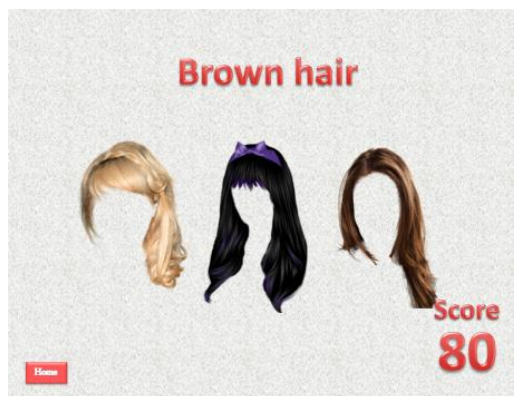


Figure 73:Unit 2 Evaluation.17



Figure 74:Unit 2 Evaluation.18

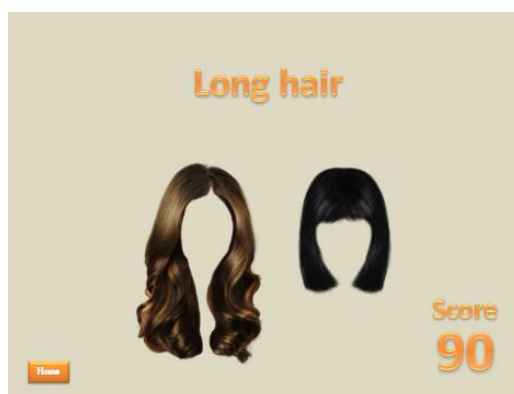


Figure 75:Unit 2 Evaluation.19

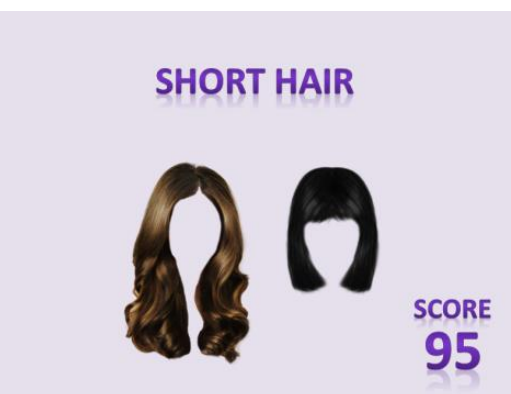


Figure 76:Unit 2 Evaluation.20

### e. I Love My Town (Unit 3)

In this unit, students are expected to learn vocabulary related to giving direction. There are 10 words input in this unit. This unit consists of three main parts which are input, drill, and evaluation. Similar with Unit 2, there were two different games in this unit. Each game consisted of different input and drill, and the evaluation come as one in the end of the unit. In the first game, student was asked to find a building based on a particular clue. In the second game, the student was asked to give direction in order to reach a particular place. The evaluation part was in the form of choosing the best describing picture. This part aimed to see whether the student has already learnt the vocabulary or not.



Figure 77:Unit 3 Home

### 1. Input

The input part has the purpose to introduce the vocabulary to the students. There are two different inputs in Unit 3, same as the input part in Unit 2. The input in this unit is in the form of observing. There are pictures, words, and animation which will describe the vocabulary.



Figure 78:Unit 3 Input.1

Figure 79:Unit 3 Input.2

### 2. Drill

The drill part has the purpose to practice recognizing the vocabulary. Same as the drill part in Unit 2, there are two different games in this Unit. The first game is related to position vocabulary, in which students are required find a particular building based on a particular clue. The second game is related to direction vocabulary, in which students are required to give direction to a particular place.



Figure 80:Unit 3 Drill 1.1

Figure 81:Unit 3 Drill 1.2



Figure 82:Unit 3 Drill 1.3

Figure 83:Unit 3 Drill 1.4



Figure 84:Unit 3 Drill 1.5

Figure 85:Unit 3 Drill 1.6



Figure 86:Unit 3 Drill 1.7

Figure 87:Unit 3 Drill 1.8

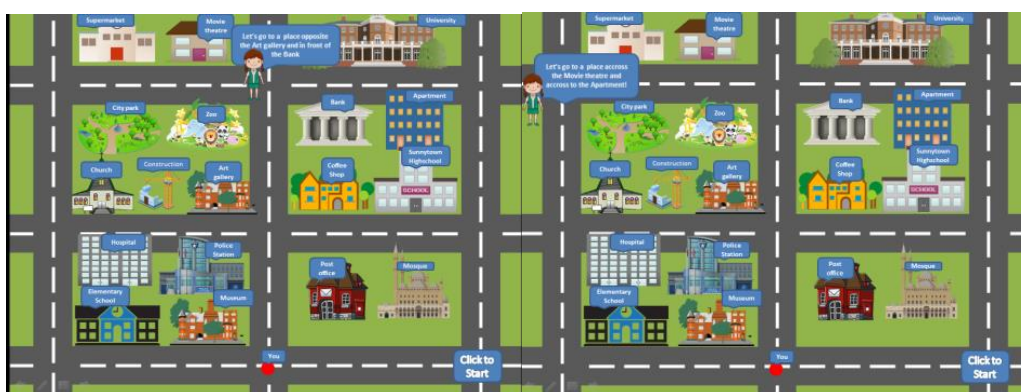


Figure 88:Unit 3 Drill 1.9

Figure 89:Unit 3 Drill 1.10



Figure 90:Unit 3 Drill 1.11



Figure 91:Unit 3 Drill 2.1

Figure 92:Unit 3 Drill 2.2



Figure 93:Unit 3 Drill 2.3

Figure 94:Unit 3 Drill 2.4



Figure 95:Unit 3 Drill 2.5

### 3. Evaluation

The evaluation part in this unit is same as the evaluation part in Unit 1 and Unit 2. Students have to choose a picture which best represent the word to see whether they have already learnt the vocabulary or not yet. There are only 10 slides in this unit due to the number of vocabulary covered in this unit which are less than the number of vocabulary covered in the other 2 units.

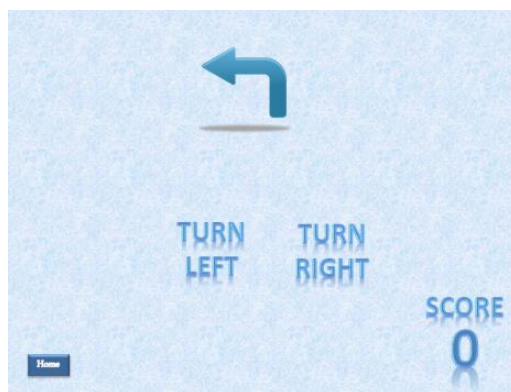


Figure 96:Unit 3 Evaluation.1

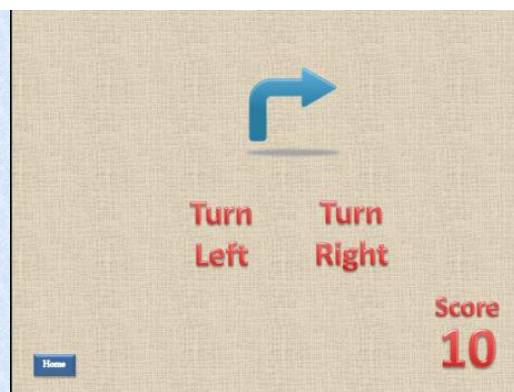


Figure 97:Unit 3 Evaluation.2

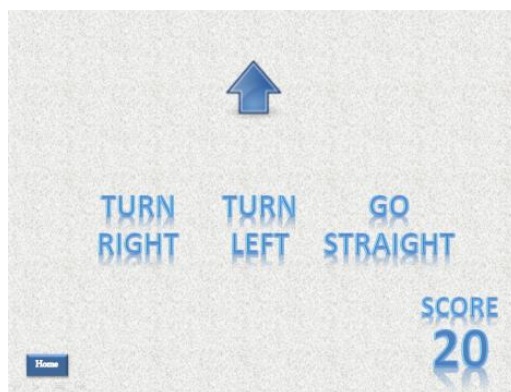


Figure 98:Unit 3 Evaluation.3



Figure 99:Unit 3 Evaluation.4



Figure 100:Unit 3 Evaluation.5



Figure 101:Unit 3 Evaluation.6



Figure 102:Unit 3 Evaluation.7



Figure 103:Unit 3 Evaluation.8



Figure 104:Unit 3 Evaluation.9



Figure 105:Unit 3 Evaluation.10

## **5. The Expert Judgment and The Revision**

After the development of the first draft of the multimedia was completed, the next phase was to have an expert judgment. The expert judgment had the purpose to evaluate the first draft and to measure the feasibility of the first draft. There were two main aspects of the interactive multimedia which had to be evaluated, which were the content and the media. A questionnaire of 33 questions which cover those aspects were developed to see the appropriateness of the interactive multimedia. The expert, which is one of the lecturers of English Educational Department of Yogyakarta State University, was recommended by the Head of English Educational Department. The following explanation will describe the result of the first draft's expert judgment and revision.

### **a. Unit 1**

#### **1. Content**

The questionnaire related to the content appropriateness in Unit 1 covered the assessment for three aspects which were materials coverage, language appropriateness, and materials presentation. The expert judgment result showed that the overall mean score of the content appropriateness in Unit 1 was 4.6. According to Sudjono (2003: 335) the mean value  $> 4.20$  is categorized as very good. Thus, the content appropriateness in Unit 1 is valid and appropriate. More detailed, the result of the expert judgment related to the content appropriateness in Unit 1 showed that the mean score of the materials coverage is 4.5 and is categorized as very good, the mean score of the language appropriateness is 4.5 and is categorized as very good, and the last, the mean score of the materials presentation is 5 and is also categorized as very good. Meanwhile, due to the comment and suggestions from the expert, there were some revisions that should be made in Unit 1 related to the drill. The expert suggested adding some variations of drill and a form of drill which involves the use of sentences, not only a single vocabulary.

Table 12: The Evaluation of Materials Coverage Unit 1

<b>A. Materials Coverage</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
1	The materials developed are in line with the core competency.	5
2	The materials developed are in line with the basic competency.	5
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4
4	The materials are sufficient.	4
	<b>Mean</b>	4.5

Table 13: The Evaluation of Language Appropriateness Unit 1

<b>B. Language Appropriateness</b>		
5	The language used generally is appropriate for the student.	4
6	The messages delivered are clear and understandable.	5
7	The grammar is appropriate.	4
8	The spelling is appropriate.	5
	<b>Mean</b>	4.5

Table 14: The Evaluation of Materials Presentation Unit 1

<b>C. Materials Presentation</b>		
9	The presentation of the materials is well arranged.	5
10	The presentation of the materials is attractive.	5
11	The “learning with game” concept can help students to learn vocabulary.	5
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	5
	<b>Mean</b>	5

Table 15: The Revision of Content Unit 1

Unit	Evaluation	Revision
Unit 1	Lack of variation in activity	Adding 4 new games which are labeling game, find the differences game, crossword game, and hangman game.
	Lack of sentence use.	Adding jumbled sentence game.

## 2. Media

The questionnaire related to the media aspect in Unit 1 covered the assessment for five aspects which were Interface, Audio, Picture and Animation, Interaction and Feedback, and Navigation. The expert judgment result showed that the overall mean score of the media appropriateness in Unit 1 is 4.05. According to Sudjono (2003: 335) the mean value of  $< 1.8$  is categorized as very poor, the mean value of  $> 1.8 - 2.6$  is categorized as poor, the mean value of  $> 2.6 - 3.4$  is categorized as fair, the mean value of  $> 3.4 - 4.2$  is categorized as good, and the mean value of  $> 4.2$  is categorized as very good. Thus, the media appropriateness in Unit 1 is categorized as good, valid and appropriate.

More detailed, the result of the expert judgment related to the media appropriateness in Unit 1 showed that the mean score of the interface is 4.6 and is categorized as very good. The mean score of the Audio is 1 and is categorized as very poor. The mean score of picture and animation is 4.8 and is categorized as very good. The mean score of interaction and feedback is 5 and is categorized as very good. And the last, the mean score of the navigation is 3.75 and is categorized as good.

Moreover, due to the comment and suggestions from the expert, there were some revisions that should be made in the Unit 1 related to the media appropriateness. The expert suggested replacing the audio instrument since the file is broken and unable to be played. The expert also suggested fixing the home button in Unit 1 drill since it is not working properly. There is also a scoring

animation in the evaluation part in slide 22 which shows wrong number. The number must be 25, not 30 as it is displayed in slide 22.

Table 16: The Evaluation of Interface Unit 1

<b>D. Interface</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5
15	The shift of the slides is smooth.	5
16	The text type used is readable.	4
17	The word art use is not too much.	4
	<b>Mean</b>	4.6

Table 17: The Evaluation of Audio Unit 1

<b>E. Audio</b>		
18	The music instrument supports the materials presentation.	1
19	The volume of the music instrument is appropriate.	1
20	The music instrument is not distracting the vocabulary learning.	1
	<b>Mean</b>	1

Table 18: The Evaluation of Picture and Animation Unit 1

<b>F. Picture and Animation</b>		
21	The pictures are suitable for the materials.	5
22	The picture arrangement is appropriate	5
23	The picture shape, color, size, and proportion are realistic.	5
24	The pictures used are consistent (cartoon/realistic)	5
25	The animations work properly.	4
	<b>Mean</b>	4.8

Table 19: The Evaluation of Interaction and Feedback Unit 1

<b>G. Interaction and Feedback</b>		
26	The interactive multimedia is student friendly.	5
27	The student can choose unit learning which match his/her want and necessity.	5
28	The interactive multimedia can correct answers.	5
29	The interactive multimedia can evaluate the learning result.	5
<b>Mean</b>		5

Table 20: The Evaluation of Navigation Unit 1

<b>H. Navigation</b>		
30	There are buttons to move to particular scene or frame.	5
31	The buttons work properly.	2
32	The placement of the navigation system is consistent.	4
33	The function of the buttons is clear.	4
<b>Mean</b>		3.75

Table 21: The Revision of Media Unit 1

<b>Unit</b>	<b>Evaluation</b>	<b>Revision</b>
Unit 1	The audio instrument is not working properly	Replacing the audio instrument file.
	The home buttons in the drill part is not working.	Fixing the home buttons.
	The scoring in the evaluation part in slide 22 is incorrect.	Correcting the score.

## b. Unit 2

### 1. Content

The expert judgment result showed that the overall mean score of the content appropriateness in Unit 2 was 4.6. Thus, the content appropriateness in Unit 1 is valid and appropriate. More detailed, the result of the expert judgment related to the content appropriateness in Unit 2 showed that the mean score of the materials coverage is 4.5 and is categorized as very good, the mean score of the language appropriateness is 5 and is categorized as very good, and the mean score

of the materials presentation is 5 and is also categorized as very good. Meanwhile, due to the comment and suggestions from the expert, there were some revisions that should be made in the Unit 2. The expert suggested adding some variations of drill and a form of drill which involves the use of sentences, not only a single vocabulary. Furthermore, the expert suggested replacing the word “bright skin” into “fair skin”, and “thin body” into “slim body”

Table 22: The Evaluation of Materials Coverage Unit 2

<b>A. Materials Coverage</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
1	The materials developed are in line with the core competency.	5
2	The materials developed are in line with the basic competency.	5
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4
4	The materials are sufficient.	4
	<b>Mean</b>	4.5

Table 23: The Evaluation of Language Appropriateness Unit 2

<b>B. Language Appropriateness</b>		
5	The language used generally is appropriate for the student.	5
6	The messages delivered are clear and understandable.	5
7	The grammar is appropriate.	5
8	The spelling is appropriate.	5
	<b>Mean</b>	5

Table 24: The Evaluation of Materials Presentation Unit 2

<b>C. Materials Presentation</b>		
9	The presentation of the materials is well arranged.	5
10	The presentation of the materials is attractive.	5
11	The “learning with game” concept can help students to learn vocabulary.	4
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	4
	<b>Mean</b>	4.5

Table 25: The Revision of Content Unit 2

Unit	Evaluation	Revision
Unit 1	Lack of variation in activity	Adding 3 new games which are spaceship game, crossword game, and hangman game.
	Lack of sentence use.	Adding jumbled sentence game.
	The word “bright skin” in the input, drill, and evaluation part should be replaced with “fair skin”	Replacing the word.
	The word “thin body” in the input, drill, and evaluation part should be replaced with “slim body”	Replacing the word.

## 2. Media

The expert judgment result showed that the overall mean score of the media appropriateness in Unit 2 is 4. Thus, the media appropriateness in Unit 2 is categorized as good, valid and appropriate. More detailed, the result of the expert judgment related to the media appropriateness in Unit 1 showed that the mean score of the interface is 4.8 and is categorized as very good. The mean score of the Audio is 1 and is categorized as very poor. The mean score of picture and animation is 4.4 and is categorized as very good. The mean score of interaction and feedback is 5 and is categorized as very good. And the last, the mean score of the navigation is 3.75 and is categorized as good.

Moreover, due to the comment and suggestions from the expert, there were some revisions that should be made in Unit 1 related to the media appropriateness. The expert suggested replacing the audio instrument since the file is broken and unable to be played. The expert also suggested fixing the

hyperlink in Unit 2 home since it was not working properly. There is also a try again button in slide 67 which was not working properly.

Table 26: The Evaluation of Interface Unit 2

<b>D. Interface</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5
15	The shift of the slides is smooth.	5
16	The text type used is readable.	5
17	The word art use is not too much.	4
	<b>Mean</b>	4.8

Table 27: The Evaluation of Audio Unit 2

<b>E. Audio</b>		
18	The music instrument supports the materials presentation.	1
19	The volume of the music instrument is appropriate.	1
20	The music instrument is not distracting the vocabulary learning.	1
	<b>Mean</b>	1

Table 28: The Evaluation of Picture and Animation Unit 2

<b>F. Picture and Animation</b>		
21	The pictures are suitable for the materials.	5
22	The picture arrangement is appropriate	4
23	The picture shape, color, size, and proportion are realistic.	5
24	The pictures used are consistent (cartoon/realistic)	4
25	The animations work properly.	4
	<b>Mean</b>	4.4

Table 29: The Evaluation of Interaction and Feedback Unit 2

<b>G. Interaction and Feedback</b>		
26	The interactive multimedia is student friendly.	5
27	The student can choose unit learning which match	5

	his/her want and necessity.	
28	The interactive multimedia can correct answers.	5
29	The interactive multimedia can evaluate the learning result.	5
	<b>Mean</b>	5

Table 30: The Evaluation of Navigation Unit 2

<b>H. Navigation</b>		
30	There are buttons to move to particular scene or frame.	5
31	The buttons work properly.	2
32	The placement of the navigation system is consistent.	4
33	The function of the buttons is clear.	4
	<b>Mean</b>	3.75

Table 31: The Revision of Media Unit 2

<b>Unit</b>	<b>Evaluation</b>	<b>Revision</b>
Unit 1	The audio instrument is not working properly	Replacing the audio instrument file.
	The hyperlink in Unit 2 home is not working properly.	Fixing the hyperlink.
	The try again button in slide 67 is not working.	Fixing the try again button.

## I. Unit 3

### 1. Content

The expert judgment result showed that the overall mean score of the content appropriateness in Unit 3 was 4.5. Thus, the content appropriateness in Unit 3 is categorized as very good, valid, and appropriate. More detailed, the result of the expert judgment related to the content appropriateness in Unit 3 showed that the mean score of the materials coverage is 5 and is categorized as very good, the mean score of the language appropriateness is 4.75 and is categorized as very good, and the last, the mean score of the materials presentation is 3.75 and is categorized as good. Meanwhile, due to the comment and suggestions from the expert, there were some revisions that should be made in

the Unit 3. The expert suggested adding the variation of activity to avoid boredom, and adding a drill related to the use of sentence.

Table 32: The Evaluation of Materials Coverage Unit 3

<b>A. Materials Coverage</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
1	The materials developed are in line with the core competency.	5
2	The materials developed are in line with the basic competency.	5
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	5
4	The materials are sufficient.	5
	<b>Mean</b>	5

Table 33: The Evaluation of Language Appropriateness Unit 3

<b>B. Language Appropriateness</b>		
5	The language used generally is appropriate for the student.	5
6	The messages delivered are clear and understandable.	5
7	The grammar is appropriate.	4
8	The spelling is appropriate.	5
	<b>Mean</b>	4.75

Table 34: The Evaluation of Materials Presentation Unit 2

<b>C. Materials Presentation</b>		
9	The presentation of the materials is well arranged.	5
10	The presentation of the materials is attractive.	4
11	The “learning with game” concept can help students to learn vocabulary.	3
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	3
	<b>Mean</b>	3.75

Table 35: The Revision of Content Unit 3

<b>Unit</b>	<b>Evaluation</b>	<b>Revision</b>
Unit 1	Lack of variation in activity	Adding 3 new games which are direction 2 game, crossword

		game, and hangman game.
	Lack of sentence use.	Adding jumbled sentence game.

## 2. Media

The expert judgment result showed that the overall mean score of the media appropriateness in Unit 3 was 3.9. Thus, the media appropriateness in Unit 3 is categorized as good, valid and appropriate. More detailed, the result of the expert judgment related to the media appropriateness in Unit 3 showed that the mean score of the interface is 4.6 and is categorized as very good. The mean score of the Audio is 1 and is categorized as very poor. The mean score of picture and animation is 4 and is categorized as good. The mean score of interaction and feedback is 5 and is categorized as very good. And the last, the mean score of the navigation is 3.75 and is categorized as good.

Moreover, due to the comment and suggestions from the expert, there were some revision that should be made in the Unit 3 related to the media appropriateness. The expert suggested replacing the audio instrument since the file is broken and unable to be played. The expert also suggested changing the color of the direction buttons in the input and drill part to distinguish it from the navigation buttons, and changing the bubble color used in all map in Unit 3.

Table 36: The Evaluation of Interface Unit 3

<b>D. Interface</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5
15	The shift of the slides is smooth.	5
16	The text type used is readable.	4
17	The word art use is not too much.	4
	<b>Mean</b>	4.6

Table 37: The Evaluation of Audio Unit 3

<b>E. Audio</b>		
18	The music instrument supports the materials presentation.	1
19	The volume of the music instrument is appropriate.	1
20	The music instrument is not distracting the vocabulary learning.	1
	<b>Mean</b>	1

Table 38: The Evaluation of Picture and Animation Unit 3

<b>F. Picture and Animation</b>		
21	The pictures are suitable for the materials.	5
22	The picture arrangement is appropriate	4
23	The picture shape, color, size, and proportion are realistic.	3
24	The pictures used is consistent (cartoon/realistic)	4
25	The animations work properly.	4
	<b>Mean</b>	4

Table 39: The Evaluation of Interaction and Feedback Unit 3

<b>G. Interaction and Feedback</b>		
26	The interactive multimedia is student friendly.	5
27	The student can choose a unit of learning which match his/her want and necessity.	5
28	The interactive multimedia can correct answers.	5
29	The interactive multimedia can evaluate the learning result.	5
	<b>Mean</b>	5

Table 40: The Evaluation of Navigation Unit 3

<b>H. Navigation</b>		
30	There are buttons to move to particular scene or frame.	5
31	The buttons work properly.	2
32	The placement of the navigation system is consistent.	4
33	The function of the buttons is clear.	4
	<b>Mean</b>	3.75

Table 41: The Revision of Media Unit 3

Unit	Evaluation	Revision
Unit 1	The audio instrument is not working properly	Replacing the audio instrument file.
	The direction button is difficult to be seen.	Changing the button color from blue to red, to distinguish it from the other buttons.
	The bubble box's color in the map is similar to some of the buildings' color, and is difficult to be distinguished.	Changing the bubble box color from blue into toska.

## 6. The Final Draft of The Multimedia

The final draft of the multimedia was designed based on the result of the expert judgment. The full version of the final draft of the multimedia can be seen in the appendix. Below are some changes which were made to improve the multimedia.

### a. Unit 1

In Unit 1 there were total 5 addition games which were labeling game, find the differences game, crossword game, hangman game, and jumbled sentence game. There was also a score replacement in slide 22. The other revisions were related to the audio replacement and button function optimization which were not visible.

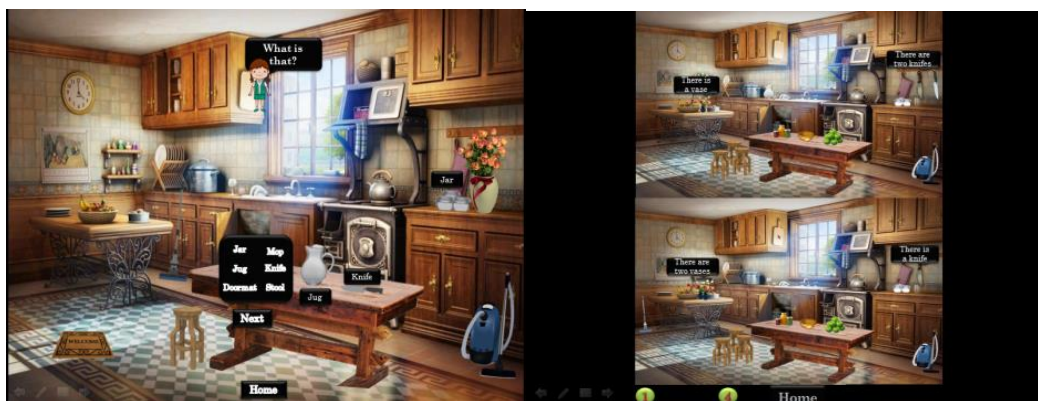


Figure 106:Unit 1Additional Game.1Figure 107:Unit 1Additional Game.2

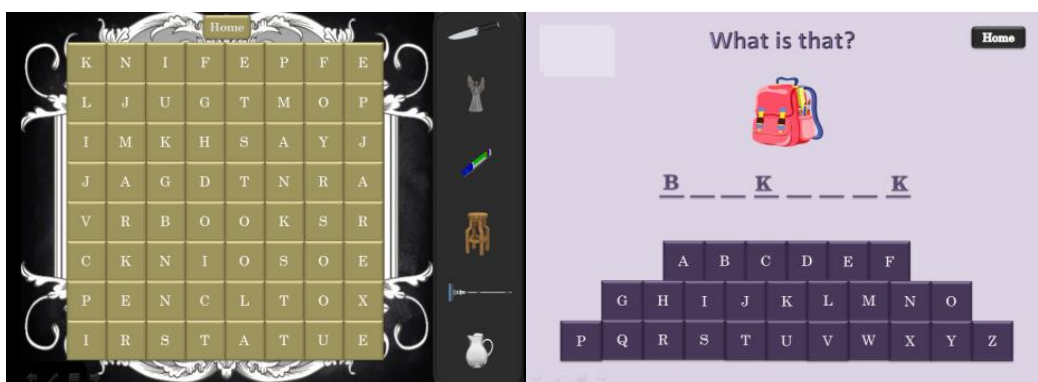


Figure 108:Unit 1Additional Game.3 Figure 109:Unit 1Additional Game.4



Figure 110:Unit 1 Additional Game.5

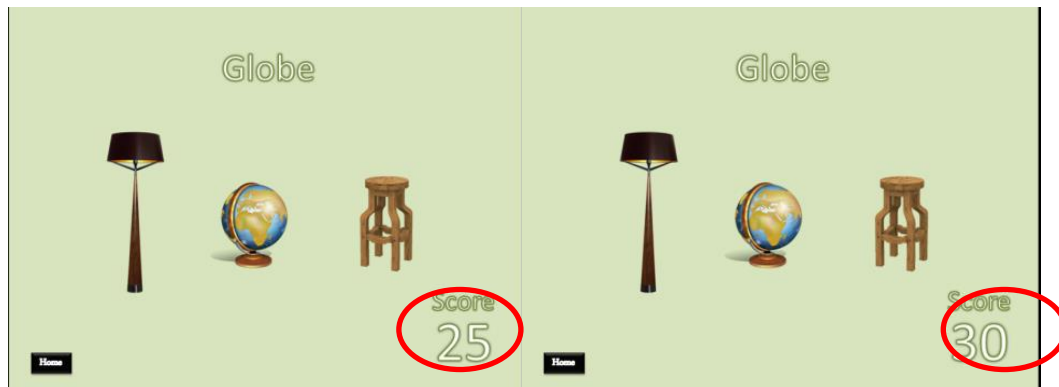


Figure 111:Unit 1 Slide22 1st Draft      Figure 112:Unit 1 Slide22 2nd Draft

b. Unit 2

In Unit 2 there were total 4 additional games which were spaceship game, crossword game, hangman game, and jumbled sentence game. There were also 2 word replacements which were “bright skin” into “fair skin”, and “thin body” into “slim body”. The other revisions were related to instrument replacement and button function optimization which were not visible.



Figure 113:Unit 2 Additional Game.1      Figure 114:Unit 2 Additional Game.2

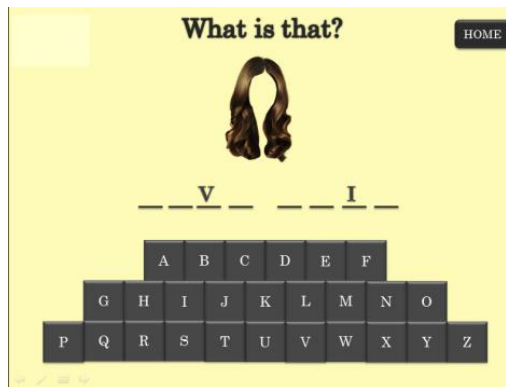


Figure 115:Unit 2 Additional Game.3      Figure 116:Unit 2 Additional Game.4

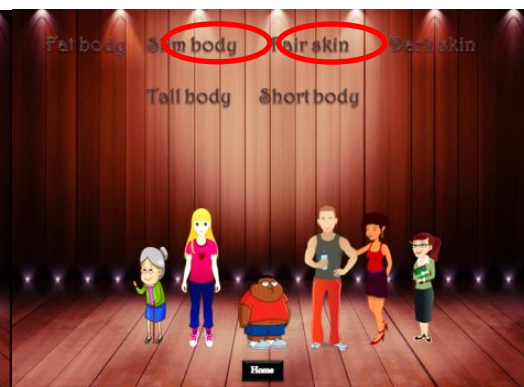
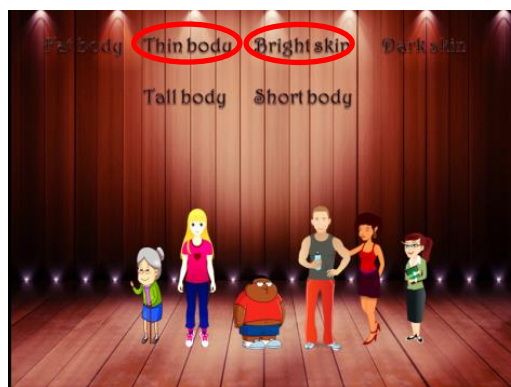


Figure 117:Unit 2 Input.2 1st Draft      Figure 118:Unit 2 Input.2 2nd Draft

### c. Unit 3

In Unit 3, there were total 4 additional games. There were also some revisions of the direction buttons and the bubble box. The other revision was related to the instrument replacement which was not visible.

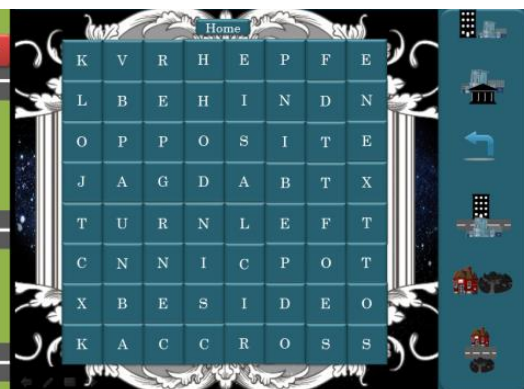


Figure 119:Unit 3 Additional Game.1      Figure 120:Unit 3 Additional Game.2



Figure 121:Unit 3 Additional Game.3Figure 122:Unit 3 Additional Game.4



Figure 123:Unit 3 Input.1 1st DraftFigure 124:Unit 3 Input.1 2nd Draft



Figure 125:Unit 3Input2 1st Draft Figure 126:Unit 3 Input2 2nd Draft



Figure 127: Unit 3 Drill.2 1st Draft

Figure 128: Unit 3 Drill.2 2nd Draft

## 7. The Expert Judgment of the Final Draft

After the revision of the first draft, the final draft was evaluated by the expert. The purpose was to see whether the revision has been completed or not, and to measure the feasibility of the final draft. The questionnaire used to measure the final draft was the same questionnaire used to measure the first draft. There were 33 questions to measure the appropriateness of the content and the media appropriateness of the final draft. The evaluation of the final draft is described as follows.

### a. Unit 1

#### 1. Content

The final overall mean score related to the content appropriateness of the Unit 1 final draft is 4.75. According to Sudijono (2003: 335) the mean value  $>4.20$  is categorized as very good. Thus, the content matter in Unit 1 is appropriate. There is no further revision related to the content appropriateness in Unit 1. The table below describes the detailed information of the result of the final draft evaluation in Unit 1 related to the content appropriateness.

Table 42: The Evaluation of Content Appropriateness Unit 1 Final Draft

A. Materials Coverage			
No.	Statement	Score	
1	The materials developed are in line with the core	5	

	competency.		
2	The materials developed are in line with the basic competency.	5	
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4	
4	The amount of the materials is sufficient.	5	
	<b>Mean</b>		4.5
<b>B. Language Appropriateness</b>			
5	The language used generally is appropriate for the user.	4	
6	The messages delivered are clear and understandable.	5	
7	The grammar is appropriate.	4	
8	The spelling is appropriate.	5	
	<b>Mean</b>		4.5
<b>C. Materials Presentation</b>			
9	The presentation of the materials is well arranged.	5	
10	The presentation of the materials is attractive.	5	
11	The “learning with game” concept can help students to learn vocabulary.	5	
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	5	
	<b>Mean</b>		5
	<b>Total Score</b>	<b>57</b>	
	<b>Overall Mean Score</b>		<b>4.75</b>

## 2. Media

The final overall mean score of Unit 1 related to the media is 4.85. It is then classified into very good and appropriate. There is no further revision related to the media appropriateness in Unit 1. The detailed information of the evaluation result of Unit 1 related to the media appropriateness can be seen in the table below.

Table 43: **The Evaluation of Media Appropriateness Unit 1 Final Draft**

<b>D. Interface</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5	

14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5	
15	The shift of the slides is smooth.	5	
16	The text type used is readable.	4	
17	The word art use is not too much.	4	
	<b>Mean</b>		4.6
<b>E. Audio</b>			
18	The music instrument supports the materials presentation.	5	
19	The volume of the music instrument is appropriate.	5	
20	The music instrument is not distracting the vocabulary learning.	4	
	<b>Mean</b>		4.6
<b>F. Picture and Animation</b>			
21	The pictures are suitable for the materials.	5	
22	The picture arrangement is appropriate	5	
23	The picture shape, color, size, and proportion are realistic.	5	
24	The pictures used are consistent (cartoon/realistic)	5	
25	The animations work properly.	4	
	<b>Mean</b>		4.8
<b>G. Interaction and Feedback</b>			
26	The interactive multimedia is user friendly.	5	
27	The user can choose unit learning which match his/her want and necessity.	5	
28	The interactive multimedia can correct answers.	5	
29	The interactive multimedia can evaluate the learning result.	5	
	<b>Mean</b>		5
<b>H. Navigation</b>			
30	There are buttons to move to particular scene or frame.	5	
31	The buttons work properly.	4	
32	The placement of the navigation system is consistent.	4	
33	The function of the buttons is clear.	4	
	<b>Mean</b>		4.25
	<b>Total Score</b>	<b>102</b>	
	<b>Overall Mean Score</b>		<b>4.85</b>

## b. Unit 2

### 1. Content

The expert judgment result shows that the final overall mean score of the content appropriateness in Unit 2 was 4.75. Thus, the content appropriateness in Unit 1 is valid and appropriate. More detailed, the result of the expert judgment related to the content appropriateness in Unit 2 shows that the mean score of the materials coverage is 4.5 and is categorized as very good, the mean score of the language appropriateness is 5 and is categorized as very good, and the mean score of the materials presentation is 4.75 and is also categorized as very good. There is no revision for the Unit 2 final draft related to the content appropriateness. The detailed information related to the result is shown in the table below.

Table 44: **The Evaluation of Content Appropriateness Unit 2 Final Draft**

<b>A. Materials Coverage</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
1	The materials developed are in line with the core competency.	5	
2	The materials developed are in line with the basic competency.	5	
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4	
4	The amount of the materials is sufficient.	4	
	<b>Mean</b>		4.5
<b>B. Language Appropriateness</b>			
5	The language used generally is appropriate for the user.	5	
6	The messages delivered are clear and understandable.	5	
7	The grammar is appropriate.	5	
8	The spelling is appropriate.	5	
	<b>Mean</b>		5
<b>C. Materials Presentation</b>			
9	The presentation of the materials is well arranged.	5	
10	The presentation of the materials is attractive.	5	
11	The “learning with game” concept can help students to learn vocabulary.	5	
12	The “learning with game” concept can increase	4	

	students' interest to learn vocabulary.		
	<b>Mean</b>		4.75
	<b>Total Score</b>	<b>57</b>	
	<b>Overall Mean Score</b>		<b>4.75</b>

## 2. Media

The expert judgment result shows that the overall mean score of the media appropriateness in Unit 2 is 4.6. Thus, the media appropriateness in Unit 2 is categorized as very good. More detailed, the result of the expert judgment related to the media appropriateness in Unit 1 shows that the mean score of the interface is 4.8 and is categorized as very good. The mean score of the Audio is 4.6 and is categorized as very good. The mean score of picture and animation is 4.4 and is categorized as very good. The mean score of interaction and feedback is 5 and is categorized as very good. And the last, the mean score of the navigation is 4.25 and is categorized as very good. There is no revision related to the media appropriateness in Unit 2 final draft. The detailed information related to the result of the Unit 2 final draft evaluation related to the media appropriateness can be seen in the table below.

**Table 45: The Evaluation of Media Appropriateness Unit 2 Final Draft**

<b>D. Interface</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5	
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5	
15	The shift of the slides is smooth.	5	
16	The text type used is readable.	5	
17	The word art use is not too much.	4	
	<b>Mean</b>		4.8
<b>E. Audio</b>			
18	The music instrument supports the materials presentation.	5	
19	The volume of the music instrument is appropriate.	5	

20	The music instrument is not distracting the vocabulary learning.	4	
	<b>Mean</b>		4.6
<b>F. Picture and Animation</b>			
21	The pictures are suitable for the materials.	5	
22	The picture arrangement is appropriate	4	
23	The picture shape, color, size, and proportion are realistic.	5	
24	The pictures used are consistent (cartoon/realistic)	4	
25	The animations work properly.	4	
	<b>Mean</b>		4.4
<b>G. Interaction and Feedback</b>			
26	The interactive multimedia is user friendly.	5	
27	The user can choose unit learning which match his/her want and necessity.	5	
28	The interactive multimedia can correct answers.	5	
29	The interactive multimedia can evaluate the learning result.	5	
	<b>Mean</b>		5
<b>H. Navigation</b>			
30	There are buttons to move to particular scene or frame.	5	
31	The buttons work properly.	4	
32	The placement of the navigation system is consistent.	4	
33	The function of the buttons is clear.	4	
	<b>Mean</b>		4.25
	<b>Total Score</b>	<b>97</b>	
	<b>Overall Mean Score</b>		<b>4.6</b>

### c. Unit 3

#### 1. Content

The expert judgment result shows that the overall mean score of the content appropriateness in Unit 3 is 4.8. Thus, the content appropriateness in Unit 3 is categorized as very good. More detailed, the result of the expert judgment related to the content appropriateness in Unit 3 final draft shows that the mean score of the materials coverage is 5, and is categorized as very good. The mean score of the language appropriateness is 5 and is also categorized as very good. And the last, the mean score of the materials presentation is 4.75 and is categorized as very good. There is no revision related to the content

appropriateness in the Unit 3 final draft. The detailed result of the evaluation related to the content appropriateness in Unit 3 final draft can be seen in the table below.

**Table 46: The Evaluation of Content Appropriateness Unit 3 Final Draft**

<b>A. Materials Coverage</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
1	The materials developed are in line with the core competency.	5	
2	The materials developed are in line with the basic competency.	5	
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	5	
4	The amount of the materials is sufficient.	5	
	<b>Mean</b>		5
<b>B. Language Appropriateness</b>			
5	The language used generally is appropriate for the user.	5	
6	The messages delivered are clear and understandable.	5	
7	The grammar is appropriate.	5	
8	The spelling is appropriate.	5	
	<b>Mean</b>		5
<b>C. Materials Presentation</b>			
9	The presentation of the materials is well arranged.	5	
10	The presentation of the materials is attractive.	4	
11	The “learning with game” concept can help students to learn vocabulary.	5	
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	4	
	<b>Mean</b>		4.75
	<b>Total Score</b>	<b>58</b>	
	<b>Overall Mean Score</b>		<b>4.8</b>

## 2. Media

The expert judgment result shows that the overall mean score related to the media appropriateness in Unit 3 is 4.7. Thus, the media appropriateness in Unit 3 is categorized as very good. More detailed, the result of the expert

judgment related to the media appropriateness in Unit 3 shows that the mean score of the interface is 4.6 and is categorized as very good. The mean score of the Audio is 4.6 and is categorized as very good. The mean score of picture and animation is 4.6 and is categorized as good. The mean score of interaction and feedback is 5 and is categorized as very good. And the last, the mean score of the navigation is 4.75 and is categorized as very good. There is no revision related to the media appropriateness in Unit 3 final draft. The detailed result can be seen in the table below.

**Table 47: The Evaluation of Media Appropriateness Unit 3 Final Draft**

<b>D. Interface</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5	
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5	
15	The shift of the slides is smooth.	5	
16	The text type used is readable.	4	
17	The word art use is not too much.	4	
	<b>Mean</b>		4.6
<b>E. Audio</b>			
18	The music instrument supports the materials presentation.	5	
19	The volume of the music instrument is appropriate.	5	
20	The music instrument is not distracting the vocabulary learning.	4	
	<b>Mean</b>		4.6
<b>F. Picture and Animation</b>			
21	The pictures are suitable for the materials.	5	
22	The picture arrangement is appropriate	4	
23	The picture shape, color, size, and proportion are realistic.	5	
24	The pictures used are consistent (cartoon/realistic)	5	
25	The animations work properly.	4	
	<b>Mean</b>		4.6
<b>G. Interaction and Feedback</b>			
26	The interactive multimedia is user friendly.	5	
27	The user can choose unit learning which match	5	

	his/her want and necessity.		
28	The interactive multimedia can correct answers.	5	
29	The interactive multimedia can evaluate the learning result.	5	
	<b>Mean</b>		5
<b>H. Navigation</b>			
30	There are buttons to move to particular scene or frame.	5	
31	The buttons work properly.	5	
32	The placement of the navigation system is consistent.	4	
33	The function of the buttons is clear.	5	
	<b>Mean</b>		4.75
	<b>Total Score</b>	<b>99</b>	
	<b>Overall Mean Score</b>		<b>4.7</b>

In conclusion, based on the expert judgment of the final draft, the interactive vocabulary learning multimedia for seventh grade students of SMP N 15 Yogyakarta entitled *Vocabrilliant* is appropriate. All the overall mean scores related to the content appropriateness and media appropriateness in Unit 1, Unit 2 and Unit 3 is categorized as very good. It is then ready to be used by the students in the next phase which is implementation.

## 8. Implementation

After the final draft was evaluated and validated by the expert, the implementation phase was conducted. The implementation phase was conducted on 4th of January 2016. The implementation phase took place in the library of SMP N 15 Yogyakarta at 10.00 – 11.00 WIB. The implementation was in the form of small group try-out. There were six students involved in the implementation phase. They were asked to try the interactive multimedia. They were also asked to fill the questionnaires to measure the appropriateness of the interactive multimedia. There were three questionnaires distributed to each student to measure the appropriateness related to the content and media of Unit 1, Unit 2, and Unit 3.

The result of the evaluation from the students is overall very good. They enjoyed playing the interactive multimedia. They were also very excited since the concept of the interactive multimedia is game. The learning was taught implicitly. They were only focused on playing the game. In the implementation phase, it could be seen that students were more interested in doing easy tasks. They seemed more excited when they can solve a problem easily. When it comes to a more difficult task or tasks which have long explanation, they seemed to lose their attention and interest. But overall, they really enjoy playing the interactive multimedia. The detailed result of the implementation phase is described below.

#### **a. Unit 1**

The result of the evaluation from students related to content and media appropriateness in Unit 1 is overall very good. The mean score of content appropriateness in Unit 1 is 4.6, and is categorized as very good. Meanwhile, the mean score of media appropriateness in Unit 1 is 4.2, and it is categorized as very good as well. The table below shows the detailed result of evaluation from students related to content and media appropriateness in Unit 1.

**Table 48: The Content Evaluation from Students Unit 1**

<b>A. Content</b>			
<b>No</b>	<b>Statement</b>	<b>Total Score</b>	<b>Mean Score</b>
1	The interactive multimedia can help students mastering vocabulary.	30	5
2	Students' number of vocabulary increasing after they used the interactive multimedia.	26	4.3
3	The material provided in the interactive multimedia is sufficient.	24	4
4	The activity provided in the interactive multimedia is sufficient.	27	4.5
5	The words in the interactive multimedia are readable.	29	4.8
6	The game concept in the interactive multimedia can	29	4.8

	improve students' interest to learn vocabulary.		
7	The instructions in the interactive multimedia are easy to be understood.	30	5
	Total Score	<b>195</b>	
	Total Mean Score		<b>4.6</b>

Table 49: The Media Evaluation from Students Unit 1

<b>B. Media</b>			
<b>No</b>	<b>Statement</b>	<b>Total Score</b>	<b>Mean Score</b>
1	The function of navigation buttons is clear.	26	4.3
2	The color of the titles, illustrations, and buttons are in harmony.	25	4.1
3	The music instrument is not distracting the vocabulary learning.	23	3.8
4	The pictures and illustrations used can increase students' interest to learn vocabulary.	27	4.5
5	The arrangement of the pictures is appropriate.	27	4.5
6	Students can use the interactive multimedia easily.	27	4.5
7	Students can choose the unit materials as their need and want.	26	4.3
8	The interactive multimedia can clarify the meaning of the vocabulary.	26	4.3
9	The interactive multimedia can give correct answer in each activity.	25	4.1
	Total Score	<b>232</b>	
	Total Mean Score		<b>4.2</b>

### b. Unit 2

The result of the evaluation from students related to content and media appropriateness in Unit 2 is overall very good. The mean score of content appropriateness in Unit 1 is 4.6, and is categorized as very good. Meanwhile, the mean score of media appropriateness in Unit 1 is 4.3, and it is categorized as very good as well. The table below shows the detailed result of evaluation from students related to content and media appropriateness in Unit 2.

Table 50: The Content Evaluation from Students Unit 2

<b>A. Content</b>			
<b>No</b>	<b>Statement</b>	<b>Total Score</b>	<b>Mean Score</b>
1	The interactive multimedia can help students mastering vocabulary.	28	4.6
2	Students' number of vocabulary increasing after they used the interactive multimedia.	28	4.6
3	The material provided in the interactive multimedia is sufficient.	26	4.3
4	The activity provided in the interactive multimedia is sufficient.	27	4.5
5	The words in the interactive multimedia are readable.	30	5
6	The game concept in the interactive multimedia can improve students' interest to learn vocabulary.	29	4.8
7	The instructions in the interactive multimedia are easy to be understood.	29	4.8
	<b>Total Score</b>	<b>197</b>	
	<b>Total Mean Score</b>		<b>4.6</b>

Table 51: The Media Evaluation from Students Unit 2

<b>B. Media</b>			
<b>No</b>	<b>Statement</b>	<b>Total Score</b>	<b>Mean Score</b>
1	The function of navigation buttons is clear.	26	4.3
2	The color of the titles, illustrations, and buttons are in harmony.	26	4.3
3	The music instrument is not distracting the vocabulary learning.	25	4.1
4	The pictures and illustrations used can increase students' interest to learn vocabulary.	27	4.5
5	The arrangement of the pictures is appropriate.	27	4.5
6	Students can use the interactive multimedia easily.	27	4.5
7	Students can choose the unit materials as their need and want.	26	4.3
8	The interactive multimedia can clarify the meaning of the vocabulary.	27	4.5
9	The interactive multimedia can give correct answer in each activity.	26	4.3
	Total Score	<b>237</b>	
	Total Mean Score		<b>4.3</b>

### c. Unit 3

The result of the evaluation from students related to content and media appropriateness in Unit 3 is overall very good. The mean score of content appropriateness in Unit 3 is 4.6, and is categorized as very good. Meanwhile, the mean score of media appropriateness in Unit 1 is 4.4, and it is categorized as very good as well. The table below shows the detailed result of evaluation from students related to content and media appropriateness in Unit 3.

Table 52: The Content Evaluation from Students Unit 3

<b>A. Content</b>			
<b>No</b>	<b>Statement</b>	<b>Total Score</b>	<b>Mean Score</b>
1	The interactive multimedia can help students mastering vocabulary.	29	4.8
2	Students' number of vocabulary increasing after they used the interactive multimedia.	28	4.6
3	The material provided in the interactive multimedia is sufficient.	26	4.3
4	The activity provided in the interactive multimedia is sufficient.	27	4.5
5	The words in the interactive multimedia are readable.	29	4.8
6	The game concept in the interactive multimedia can improve students' interest to learn vocabulary.	28	4.6
7	The instructions in the interactive multimedia are easy to be understood.	30	5
	Total Score	<b>197</b>	
	Total Mean Score		<b>4.6</b>

Table 53: The Media Evaluation from Students Unit 3

<b>B. Media</b>			
<b>No</b>	<b>Statement</b>	<b>Total Score</b>	<b>Mean Score</b>
1	The function of navigation buttons is clear.	28	4.6
2	The color of the titles, illustrations, and buttons are in harmony.	25	4.1
3	The music instrument is not distracting the vocabulary learning.	25	4.1

4	The pictures and illustrations used can increase students' interest to learn vocabulary.	27	4.5
5	The arrangement of the pictures is appropriate.	27	4.5
6	Students can use the interactive multimedia easily.	26	4.3
7	Students can choose the unit materials as their need and want.	27	4.5
8	The interactive multimedia can clarify the meaning of the vocabulary.	27	4.5
9	The interactive multimedia can give correct answer in each activity.	26	4.3
	Total Score	<b>238</b>	
	Total Mean Score		<b>4.4</b>

## **B. Discussion**

The shifting of the curriculum from KTSP into curriculum 2013 has given major impact to English teaching and learning, especially at Junior High School level. Since the new curriculum has elicited English subject at the primary level, students will learn English for their first time at Junior High School level. Thus, teaching English for 7th grade Junior High School students should be begun from the very basic level. Moreover the implementation of the new curriculum requires the shifting of the teaching and learning process as well. Students has to follow the scientific approach in teaching and learning which has five steps of observing, questioning, experimenting, associating, and communicating. The implementation of the scientific approach also requires students to be more active to discover knowledge by themselves. The teacher is not the only source of learning. Students have to actively find learning sources to promote learning.

Due to this fact, the researcher developed a product-based research which aimed to help both teacher and students to promote English teaching and learning. The result of the research is an appropriate interactive vocabulary learning multimedia for seventh grade students of SMP N 15 Yogyakarta. The researcher decided to come up with vocabulary learning considering the fact that 7th grade Junior High School students have to learn English from the very beginning. And she also decided to develop an interactive multimedia considering the fact that students need alternative learning sources media to promote learning. This research took place at SMP N 15 Yogyakarta, and the respondent of this research was an English teacher and 33 students from class VII E.

In order to be able to develop an appropriate interactive multimedia, the researcher conducted observation, interview with the teacher, and a need analysis of the students. The need analysis for the students was conducted to find out students target needs and learning needs. Theory proposed by Hutchinson and Waters (1987: 54) related to the target needs and learning needs was used to develop the needs assessments questionnaire. The theory from Richards (2001: 4) was also used to analyze the target needs related to the input data of vocabulary.

Related to the learning need, theory proposed by Stemler (1997: 1) was also used in the questionnaire.

The result of the need analysis was then used to develop the course grid and the flowchart of the multimedia as the further step of developing interactive multimedia. The course grid was developed to provide learning process' framework. The flowchart was developed to provide the framework of the multimedia design. Both of them were also used as the guideline in developing the multimedia.

The result of the need analysis showed that students needed to learn English to be able to communicate with the teacher and other students during the class, and to be able to communicate with other people and foreigner in other occasions. Students also needed to learn more intensively in several units which were things around us, describing people, and giving direction. In learning English, students had difficulty in mastering vocabulary. They defined their proficiency level of vocabulary as very poor. This finding was also strengthened by the statement of the English teacher during the interview related to students' proficiency. At this level, most students wanted to learn more about the meaning of the vocabulary.

It was also revealed that students wanted to learn 10 to 20 words in each unit in the multimedia. They wanted to learn vocabulary through game, and they wanted to be able to learn vocabulary outside the classroom but still in the school environment. Related to the media, students wanted to have an interactive multimedia as the alternative source of learning. Students wanted to have an interactive multimedia which background is different due to its function. They also want to have Century Schoolbook and Harrington as the font type used in the multimedia, which color and size are made different due to its function. Moreover, students wanted to have cartoon picture as the input in the interactive multimedia, and the use of back sound was sometimes needed in the interactive multimedia.

Based on the findings above, three units of multimedia were developed. The direct method teaching principles and learning with game principles were

considered to develop the multimedia. There were 3 main parts in each unit which are input, drill, and evaluation. Each unit had different games and activity developed to match the topic discussed in each unit. This parts sequence was adapted from the parts sequence in the book *When English Rings The Bell*.

In Unit 1, students would learn vocabulary related to things around us. The input was in the form of hidden object game completed with hint to help students finding the object. The drill was in the form of hidden object game without hint, which had the purpose to practice recognizing things around us, and the evaluation part was in the form of choosing the best describing picture. This unit was entitled “I Love Things Around Us”. In Unit 2, students would learn vocabulary related to facial features and body features to describe people. The input of this unit was in the form of observing, and the drill was in the form of creating picture game and guessing figure game. Furthermore, the evaluation part was in the form of choosing the best describing picture. This unit was entitled “I Love People around Us.” In Unit 3, students would learn vocabulary related to position and direction to be able to give simple direction. The input part in this unit was in the form of observing, and the drill was in the form of find the building game and direction game. Moreover, the evaluation part was in the form of choosing the best describing picture. This unit was entitled “I Love My Town.”

After the development of the first draft was completed, the next phase was the expert judgment. The expert judgment had the purpose to evaluate and to measure the multimedia to see whether it is yet appropriate or not. The result of the expert judgment showed that the multimedia was appropriate even though there were some revisions which had to be made to make it better. Related to the materials, they were sufficient, and in line with the core and standard competency. The language used was also appropriate and accurate. Moreover, the materials presentation was well arranged, effective, and attractive. Related to the media, the interface of the multimedia was well balanced and in harmony. Meanwhile the multimedia still needed an improvement in terms of its audio. Related to the other aspects of media, such as the picture and animation, interaction and feedback, and

the navigation, the result showed that they were all already appropriate, even though there were some revision which had also to be made.

The overall mean score of the Unit 1 related to the content appropriateness was 4.6, and 4.05 related to its media appropriateness. Based on the Linkert scale, the content appropriateness was categorized as very good, and the media appropriateness was categorized as good. There were some revisions made in Unit 1 based on the expert's suggestions. Related to the content, there were four additional games to vary the drill activity, and a jumbled sentence game to add an activity which involves the use of sentence. Related to the media, the audio instrument needed to be replaced, since it did not working properly. The home buttons in all drill also needed to be fixed to be able to work properly. The last revision was related to the scoring in slide 22 which displayed incorrect number.

The overall mean score of the Unit 2 related to its content appropriateness was 4.6, and the overall mean score related to its media appropriateness was 4. Based on the Linkert scale, the content appropriateness was categorized as very good, meanwhile the media appropriateness was categorized as good. There were several revisions which should be made based on the expert's suggestions. Related to the content appropriateness, there were three additional games to vary the drill activity. There was also an additional jumbled sentence game to add an activity which involves sentence use. Moreover, there were two words replacement in this unit. The word "bright skin" was replaced with the word "fair skin," and the word "thin body" was replaced with the word "slim body." The replacement was applied in all part of the Unit 2 which consists of those two words. Related to the media appropriateness, the audio instrument needed to be replaced since it did not work properly. The hyperlink in the Unit 2 home, and the try again button in slide 67 also needed to be fixed to optimize its function.

The overall mean score of the Unit 3 related to its content appropriateness was 4.5, and the overall mean score related to its media appropriateness was 3.9. Based on the Linkert scale, the content appropriateness was categorized as very good, and the media appropriateness was categorized as

good. Some revisions based on the expert's suggestions were made to make the interactive multimedia more appropriate. Related to the content appropriateness, there were three different games added to vary the drill activity. Furthermore, there was a jumbled sentence game to add the activity which involves sentence use. Related to the media appropriateness, the audio instrument needed to be replaced since it did not working properly. The color of buttons direction also needed to be changed to emphasize their function and to distinguish it from the other navigation buttons. Moreover, the bubble box color also needed to be changed to make it more visible and to distinguish it from the similar color of the buildings in the maps.

After the revisions were done, the interactive multimedia was evaluated by the expert again. The result showed that the final draft of the multimedia was appropriate. Thus, there is no revision needed. The result of the final draft evaluation also indicated that the content and media quality were all classified as very good. Furthermore, it was ready to be implemented.

In the implementation phase, six students were involved to try using the interactive multimedia. They were asked to fill questionnaires to measure the appropriateness of the content and media in the interactive media then. Students were all very enthusiast in using the interactive vocabulary learning multimedia. They felt excited since the concept of the interactive multimedia is to play, not to learn. There was less burden which may decrease their motivation in learning. It could be seen that students were more interested in easier tasks, rather than more difficult tasks. But overall, they enjoyed playing the interactive multimedia. The result of the evaluation from the students related to the content and media appropriateness in Unit 1, Unit 2, and Unit 3 indicated that the interactive multimedia is already appropriate.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the research on “Developing Interactive Vocabulary Learning Multimedia for the Seventh Grade Students of SMP N 15 Yogyakarta”, and the suggestions to some parties related to the research.

#### **A. Conclusions**

The research findings and discussions in the previous chapter lead to these following conclusions:

##### **1. Target Needs**

Based on the needs analysis, it was revealed that seventh grade students of SMP N 15 Yogyakarta needed to learn English to be able to communicate in English. They also needed to learn more intensely on some materials to achieve the target needs, which were the name of things, describing people, and giving direction. However, they faced difficulty during the process of learning English due to their insufficient amount of vocabulary that they know. Thus, they wanted to enrich their vocabulary, especially on knowing the meaning of words. Learning vocabulary is very crucial for beginner learner.

##### **2. Learning Needs**

In terms of learning needs, students needed to learn 10 up to 20 words in each unit material to be able to enrich their vocabulary effectively. The students also desired to enrich their vocabulary through games. Moreover, they desired to have a form of vocabulary learning media which would enable them to learn vocabulary outside the classroom, but still in the school area. More specifically, they desired to have an interactive multimedia as their vocabulary learning source. The use of cartoon pictures and back sound were preferred in the interactive multimedia. The font type in the interactive multimedia preferred was Century Schoolbook, Harrington, and Arial. Students also believed that the background, font size, and font color must be designed depend on its function.

### **3. The Appropriate Interactive Vocabulary Learning Multimedia**

The structure of the activities in the Interactive multimedia is adapted from the structure of the activities in the book which is used by students: *When English Rings The Bell*. In every unit in the book, there are examples of expressions usage as the input, which are followed by several activities as the drill. The evaluation part is added to see what students have learnt after using the interactive multimedia.

#### **a. Input**

In this research, the term input refers to the words that will be learnt in the interactive multimedia. It involves the process of introducing the new vocabulary to the user. The input was designed differently in each unit material, but still referring to the principles of teaching vocabulary with direct method, learning with scientific method, and learning with game. Illustrating and demonstrating technique were used to introduce the vocabulary to the students. In Unit 1, the input is in the form of hidden game with the help of hint button. It is expected that by playing the game, students will get sufficient exposure to the new vocabulary. In Unit 2, the input is in the form of interactive slide. In Unit 3, the input is in the form of interactive slide as well.

#### **b. Drill**

According to Nation and Newton (2009: 19), teaching beginners should focus on meaning, interesting, avoiding too much new language, understandable, and stress-free. Therefore, game concept is considered suitable to be applied in the interactive multimedia. It is also in line with the principles of teaching vocabulary with direct method, in which the user will be exposed with direct association of the meaning and the language. In Unit 1 the drill is in the form of hidden object game, labeling game, find the differences game, crossword game, hangman game, and jumbled sentence game. In Unit 2 the drills are in the form of creating picture game, guessing figure game, spaceship game, crossword game, hangman game, and jumbled sentence game. In Unit 3 the drills are in the form of finding the building game, direction game, let's go to game, crossword game, hangman game, and jumbled sentence game.

### **c. Evaluation**

Evaluation part in the interactive multimedia was designed to see whether the vocabulary exposed has been learnt or not. It gives feedback to the user whether their knowledge about a particular word is correct or incorrect. The evaluation part in the interactive multimedia is in the form of choosing the best describing picture.

## **B. Suggestions**

After completing the research, the researcher has some suggestions addressed to English teacher and the other researchers presented as follows:

### **1. To English Teachers**

English teachers should be more creative in teaching. They should try developing similar project of creating learning multimedia using PowerPoint considering its user friendly features, and the fact that it is teachers' duty to provide students with extra learning sources. Moreover, teachers know exactly the proficiency level of his/her own students. Thus it will be most appropriate if teachers can develop learning media by themselves, rather than downloading or buying the program. Ultimately, by developing the project, it is expected that teachers can explore and enhance their creativity, which can improve their professional level as well.

### **2. To Interactive Learning Multimedia Developers**

Due to some considerations, the product of this research only covers three units of material. Meanwhile, looking at so many aspects of English materials, three is a little number. Thus, firstly, the other interactive learning multimedia developers should develop interactive learning multimedia which can cover more unit materials in the future. In addition, the product of this research referred to direct method teaching, and learning with game principles in its developing process. Thus, secondly, multimedia developers should consider developing learning multimedia with other concepts and approaches to explore greater success possibility in developing appropriate interactive learning multimedia.

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# APPENDICES

# APPENDIX A

## -Research Instruments

## OBSERVATION GUIDE

**Place** :

**Date** :

<b>No.</b>	<b>Aspect</b>	<b>Explanation</b>
<b>1</b>	<b>Students' Characteristics</b>	
<b>2</b>	<b>Materials</b>	
<b>3</b>	<b>Media</b>	
<b>4</b>	<b>Facilities</b>	

## **INTERVIEW GUIDE**

### **Interview Guide for the English Teacher**

1. Materi dan buku apa yang Bapak/Ibu gunakan?  
(What kind of books and materials do you use to teach English to the students?)
2. Kapan siswa membutuhkan kemampuan Bahasa Inggris?  
(When do the students need to use their English proficiency?)
3. Bagaimana kemampuan Bahasa Inggris siswa?  
(How is the English competence of the students?)
4. Apa yang Bapak/Ibu lakukan ketika mengajarkan materi?  
(What do you usually do when teaching the materials?)
5. Kesulitan apa yang siswa hadapi dalam menggunakan kemampuan Bahasa Inggris?  
(What are the difficulties that students encounter when they try to use English?)
6. Apa yang Bapak/Ibu lakukan dalam membantu siswa mengatasi kesulitan mahasiswa?  
(What do you do to help students encountering the difficulties?)

**Analisis Kebutuhan Siswa Akan Pembelajaran Kosa Kata Bahasa Inggris  
Melalui Multimedia Pembelajaran Interaktif**

<b>Nama</b>	:
<b>Kelas</b>	:
<b>Jenis Kelamin</b>	:
<b>Usia</b>	:

Jawablah pertanyaan di bawah ini sesuai dengan keadaan Anda yang sebenarnya dengan memberi tanda centang ( √ ) pada pilihan jawaban yang tersedia. Anda dapat memilih jawaban lebih dari 1 pada butir yang memiliki tanda bintang (\*).

1. Tujuan saya belajar Bahasa Inggris adalah...\*
  - ☐ Untuk dapat membaca buku teks
  - ☐ Dapat berkomunikasi menggunakan bahasa inggris dengan baik
  - ☐ Untuk melanjutkan studi
  - ☐ Lain-lain,.....(sebutkan)
  
2. Kendala saya dalam belajar Bahasa Inggris adalah... \*
  - ☐ Vocabulary (kosakata)
  - ☐ Grammar (struktur kalimat)
  - ☐ Speaking (berbicara)
  - ☐ Listening (mendengarkan)
  - ☐ Reading (membaca)
  - ☐ Writing (menulis)
  - ☐ Lain-lain,.....(sebutkan)
  
3. Penguasaan saya dalam memahami kosakata Bahasa Inggris di kelas...
  - ☐ Sangat kurang
  - ☐ Kurang
  - ☐ Baik
  - ☐ Sangat baik
  
4. Pengetahuan tentang kosakata Bahasa Inggris yang saya butuhkan... \*
  - ☐ Definisi
  - ☐ Arti kata
  - ☐ Fungsi kata

- ☐ Pelafalan
  - ☐ Penggunaan kata
  - ☐ Lain-lain,.....(sebutkan)
5. Saya ingin mempelajari kosa kata yang digunakan dalam materi... \*
- |  |  |
|--|--|
| <input type="checkbox"/> Perkenalan diri           | <input type="checkbox"/> Benda-benda disekitar     |
| <input type="checkbox"/> Mendeskripsikan seseorang | <input type="checkbox"/> Tanggal, hari dan waktu   |
| <input type="checkbox"/> Memberikan arahan         | <input type="checkbox"/> Memberikan perintah       |
| <input type="checkbox"/> Jenis pekerjaan           | <input type="checkbox"/> Lain lain,.....(sebutkan) |
6. Jumlah kata yang ingin saya pelajari dalam satu unit adalah...
- ☐ < 10
  - ☐ 10 – 20
  - ☐ 20 – 30
  - ☐ > 30
7. Cara belajar kosa kata yang saya inginkan adalah... \*
- ☐ Dengan membaca teks
  - ☐ Dengan mencari kata yang tidak diketahui di kamus atau menerka sendiri
  - ☐ Dengan media game
  - ☐ Dengan mendengarkan musik
  - ☐ Dengan menulis
  - ☐ Lain-lain.....(sebutkan)
8. Saya merasa nyaman dalam melaksanakan pembelajaran kosakata di... \*
- ☐ Ruang kelas
  - ☐ Luar kelas, tetapi masih dalam lingkungan sekolah
  - ☐ Laboratorium komputer
  - ☐ Luar lingkungan sekolah
9. Media yang saya ingin gunakan untuk belajar kosa kata Bahasa Inggris adalah... \*
- ☐ Buku
  - ☐ Multimedia
  - ☐ Website
  - ☐ Lain-lain,.....(sebutkan)
10. Saya ingin gambar/warna latar belakang dalam multimedia...
- ☐ Sama di tiap halaman

- ☐ Berbeda-beda di tiap halaman
- ☐ Lain-lain.....(sebutkan)

11. Jenis huruf yang digunakan dalam multimedia sebaiknya...

- ☐ Arial
- ☐ *Bradley Hand ITC*
- ☐ Century Schoolbook
- ☐ **Comic sans**
- ☐ Dotum
- ☐ Harrington

12. Ukuran huruf yang digunakan dalam multimedia sebaiknya...

- ☐ Sama untuk seluruh media
- ☐ Tergantung fungsinya

13. Warna huruf yang digunakan dalam multimedia sebaiknya...

- ☐ Sama untuk seluruh media
- ☐ Tergantung fungsinya

14. Penggunaan gambar dalam materi sebaiknya adalah...

- ☐ Kartun
- ☐ Realistis

15. Penggunaan suara latar dalam multimedia sebaiknya...

- ☐ Tidak diperlukan
- ☐ Kadang-kadang diperlukan
- ☐ diperlukan

## Lembar Evaluasi Multimedia Interaktif Pembelajaran Kosakata Bahasa Inggris

### Unit 1:

#### Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Vocabrilliant* yang saya kembangkan sebagai salah satu syarat studi. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk berpartisipasi dengan mengisi kuesioner ini sebagai masukan bagi saya dalam mengembangkan multimedia yang bersangkutan. Atas kesediaan Bapak/Ibu, saya sampaikan terimakasih.

#### Petunjuk Pengisian

Berikut ini adalah pertanyaan-pertanyaan berkaitan dengan multimedia pembelajaran kosakata bahasa inggris interaktif yang sedang dikembangkan. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda centang (√) pada setiap butir pernyataan sesuai dengan pendapat Bapak/Ibu menggunakan skala penilaian berikut.

#### Keterangan:

SS = Sangat Setuju / Sangat Sesuai

S = Setuju / Sesuai

RR = Ragu-ragu

TS = Tidak Setuju / Tidak Sesuai

STS = Sangat Tidak Setuju / Sangat Tidak Sesuai

#### I. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	RR	TS	STS
<b>A. Cakupan Materi</b>						
1	Materi yang dikembangkan sesuai dengan kompetensi inti.					
2	Materi yang dikembangkan sesuai dengan kompetensi dasar.					
3	Bahan ajar (teks, gambar, dll.) relevan dengan topik yang dibahas.					
4	Bahan ajar dan tindak komunikatif tersedia dalam jumlah yang cukup.					
	Saran:					

<b>B. Kelayakan Bahasa</b>						
5	Bahasa yang digunakan secara keseluruhan sesuai dengan tingkat perkembangan kognitif pengguna.					
6	Pesan yang disajikan jelas dan mudah dipahami oleh pengguna.					
7	Tata bahasa yang digunakan sesuai dengan kaidah tata bahasa Bahasa Inggris.					
8	Pengejaan kata yang digunakan sesuai dengan kaidah tata bahasa Bahasa Inggris.					
	Saran:					
<b>C. Presentasi Materi</b>						
9	Penyajian materi tersusun dengan baik dan efektif.					
10	Penyajian materi meningkatkan ketertarikan siswa untuk belajar kosakata.					
11	Konsep permainan yang diterapkan mampu membuat siswa memahami dengan baik kosakata yang diajarkan.					
12	Konsep permainan yang diterapkan mampu membuat siswa lebih tertarik dalam mempelajari Bahasa Inggris, pada khususnya kosakata.					
	Saran:					

## II. KOMPONEN KELAYAKAN MEDIA

No.	Pernyataan	SS	S	RR	TS	STS
<b>A. Tampilan Umum</b>						
13	Komposisi dan ukuran unsur tata letak (judul, ilustrasi, tombol, dll.) proporsional, seimbang dan seirama dengan tata letak isi.					
14	Warna unsur tata letak (judul, ilustrasi, tombol, dll.) harmonis dan memperjelas fungsi.					
15	Perpindahan dan pergerakan multimedia halus.					
16	Jenis huruf yang digunakan pada teks mudah untuk dibaca.					
17	Tidak menggunakan huruf hias berlebihan.					
	Saran:					
<b>B. Audio</b>						
18	Instrumen musik mendukung penyajian materi.					
19	Volume Instrumen musik tidak terlalu besar dan tidak terlalu kecil.					
20	Instrumen musik yang digunakan tidak mengganggu pengguna dalam belajar kosakata.					
	Saran:					
<b>C. Gambar dan Animasi</b>						
21	Gambar yang digunakan sesuai dengan materi.					
22	Penataan gambar teratur dan rapi.					
23	Bentuk, warna, ukuran dan proporsi gambar sesuai dengan realita.					
24	Penggunaan gambar konsisten (kartun/realistis)					
25	Animasi dapat berjalan dengan baik.					

	Saran:					
<b>D. Interaksi dan <i>Feedback</i></b>						
26.	Pengguna dapat menggunakan multimedia pembelajaran dengan mudah.					
27.	Pengguna dapat memilih unit belajar sesuai dengan keinginan dan kebutuhan.					
28.	Multimedia pembelajaran dapat memberi tahu jawaban benar atau salah pada setiap aktivitas.					
29.	Multimedia pembelajaran dapat menjadi alat evaluasi pembelajaran kosakata bagi pengguna.					
	Saran:					
<b>E. Navigasi</b>						
30	Terdapat tombol untuk berpindah ke frame atau scene tertentu.					
31	Tombol berfungsi dengan baik.					
32	Penempatan sistem navigasi konsisten.					
33	Fungsi tombol dapat diketahui dengan mudah.					
	Saran:					

## Lembar Evaluasi Multimedia Interaktif Pembelajaran Kosakata Bahasa Inggris

### Unit 2:

#### Pengantar

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#### Petunjuk Pengisian

Berikut ini adalah pertanyaan-pertanyaan berkaitan dengan multimedia pembelajaran kosakata bahasa inggris interaktif yang sedang dikembangkan. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda centang (√) pada setiap butir pernyataan sesuai dengan pendapat Bapak/Ibu menggunakan skala penilaian berikut.

#### Keterangan:

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S = Setuju / Sesuai

RR = Ragu-ragu

TS = Tidak Setuju / Tidak Sesuai

STS = Sangat Tidak Setuju / Sangat Tidak Sesuai

### III. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	RR	TS	STS
<b>D. Cakupan Materi</b>						
1	Materi yang dikembangkan sesuai dengan kompetensi inti.					
2	Materi yang dikembangkan sesuai dengan kompetensi dasar.					
3	Bahan ajar (teks, gambar, dll.) relevan dengan topik yang dibahas.					
4	Bahan ajar dan tindak komunikatif tersedia dalam jumlah yang cukup.					
	Saran:					

<b>E. Kelayakan Bahasa</b>						
5	Bahasa yang digunakan secara keseluruhan sesuai dengan tingkat perkembangan kognitif pengguna.					
6	Pesan yang disajikan jelas dan mudah dipahami oleh pengguna.					
7	Tata bahasa yang digunakan sesuai dengan kaidah tata bahasa Bahasa Inggris.					
8	Pengejaan kata yang digunakan sesuai dengan kaidah tata bahasa Bahasa Inggris.					
	Saran:					
<b>F. Presentasi Materi</b>						
9	Penyajian materi tersusun dengan baik dan efektif.					
10	Penyajian materi meningkatkan ketertarikan siswa untuk belajar kosakata.					
11	Konsep permainan yang diterapkan mampu membuat siswa memahami dengan baik kosakata yang diajarkan.					
12	Konsep permainan yang diterapkan mampu membuat siswa lebih tertarik dalam mempelajari Bahasa Inggris, pada khususnya kosakata.					
	Saran:					

#### IV. KOMPONEN KELAYAKAN MEDIA

No.	Pernyataan	SS	S	RR	TS	STS
<b>F. Tampilan Umum</b>						
13	Komposisi dan ukuran unsur tata letak (judul, ilustrasi, tombol, dll.) proporsional, seimbang dan seirama dengan tata letak isi.					
14	Warna unsur tata letak (judul, ilustrasi, tombol, dll.) harmonis dan memperjelas fungsi.					
15	Perpindahan dan pergerakan multimedia halus.					
16	Jenis huruf yang digunakan pada teks mudah untuk dibaca.					
17	Tidak menggunakan huruf hias berlebihan.					
	Saran:					
<b>G. Audio</b>						
18	Instrumen musik mendukung penyajian materi.					
19	Volume Instrumen musik tidak terlalu besar dan tidak terlalu kecil.					
20	Instrumen musik yang digunakan tidak mengganggu pengguna dalam belajar kosakata.					
	Saran:					
<b>H. Gambar dan Animasi</b>						
21	Gambar yang digunakan sesuai dengan materi.					
22	Penataan gambar teratur dan rapi.					
23	Bentuk, warna, ukuran dan proporsi gambar sesuai dengan realita.					
24	Penggunaan gambar konsisten (kartun/realistis)					
25	Animasi dapat berjalan dengan baik.					

	Saran:					
<b>I. Interaksi dan <i>Feedback</i></b>						
26.	Pengguna dapat menggunakan multimedia pembelajaran dengan mudah.					
27.	Pengguna dapat memilih unit belajar sesuai dengan keinginan dan kebutuhan.					
28.	Multimedia pembelajaran dapat memberi tahu jawaban benar atau salah pada setiap aktivitas.					
29.	Multimedia pembelajaran dapat menjadi alat evaluasi pembelajaran kosakata bagi pengguna.					
	Saran:					
<b>J. Navigasi</b>						
30	Terdapat tombol untuk berpindah ke frame atau scene tertentu.					
31	Tombol berfungsi dengan baik.					
32	Penempatan sistem navigasi konsisten.					
33	Fungsi tombol dapat diketahui dengan mudah.					
	Saran:					

## Lembar Evaluasi Multimedia Interaktif Pembelajaran Kosakata Bahasa Inggris

### Unit 3:

#### Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Vocabrilliant* yang saya kembangkan sebagai salah satu syarat studi. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk berpartisipasi dengan mengisi kuesioner ini sebagai masukan bagi saya dalam mengembangkan multimedia yang bersangkutan. Atas kesediaan Bapak/Ibu, saya sampaikan terimakasih.

#### Petunjuk Pengisian

Berikut ini adalah pertanyaan-pertanyaan berkaitan dengan multimedia pembelajaran kosakata bahasa inggris interaktif yang sedang dikembangkan. Mohon berikan penilaian Bapak/Ibu dengan memberikan tanda centang (√) pada setiap butir pernyataan sesuai dengan pendapat Bapak/Ibu menggunakan skala penilaian berikut.

#### Keterangan:

SS = Sangat Setuju / Sangat Sesuai

S = Setuju / Sesuai

RR = Ragu-ragu

TS = Tidak Setuju / Tidak Sesuai

STS = Sangat Tidak Setuju / Sangat Tidak Sesuai

#### V. KOMPONEN KELAYAKAN ISI

No.	Pernyataan	SS	S	RR	TS	STS
<b>G. Cakupan Materi</b>						
1	Materi yang dikembangkan sesuai dengan kompetensi inti.					
2	Materi yang dikembangkan sesuai dengan kompetensi dasar.					
3	Bahan ajar (teks, gambar, dll.) relevan dengan topik yang dibahas.					
4	Bahan ajar dan tindak komunikatif tersedia dalam jumlah yang cukup.					
	Saran:					

<b>H. Kelayakan Bahasa</b>						
5	Bahasa yang digunakan secara keseluruhan sesuai dengan tingkat perkembangan kognitif pengguna.					
6	Pesan yang disajikan jelas dan mudah dipahami oleh pengguna.					
7	Tata bahasa yang digunakan sesuai dengan kaidah tata bahasa Bahasa Inggris.					
8	Pengejaan kata yang digunakan sesuai dengan kaidah tata bahasa Bahasa Inggris.					
	Saran:					
<b>I. Presentasi Materi</b>						
9	Penyajian materi tersusun dengan baik dan efektif.					
10	Penyajian materi meningkatkan ketertarikan siswa untuk belajar kosakata.					
11	Konsep permainan yang diterapkan mampu membuat siswa memahami dengan baik kosakata yang diajarkan.					
12	Konsep permainan yang diterapkan mampu membuat siswa lebih tertarik dalam mempelajari Bahasa Inggris, pada khususnya kosakata.					
	Saran:					

## VI. KOMPONEN KELAYAKAN MEDIA

No.	Pernyataan	SS	S	RR	TS	STS
<b>K. Tampilan Umum</b>						
13	Komposisi dan ukuran unsur tata letak (judul, ilustrasi, tombol, dll.) proporsional, seimbang dan seirama dengan tata letak isi.					
14	Warna unsur tata letak (judul, ilustrasi, tombol, dll.) harmonis dan memperjelas fungsi.					
15	Perpindahan dan pergerakan multimedia halus.					
16	Jenis huruf yang digunakan pada teks mudah untuk dibaca.					
17	Tidak menggunakan huruf hias berlebihan.					
	Saran:					
<b>L. Audio</b>						
18	Instrumen musik mendukung penyajian materi.					
19	Volume Instrumen musik tidak terlalu besar dan tidak terlalu kecil.					
20	Instrumen musik yang digunakan tidak mengganggu pengguna dalam belajar kosakata.					
	Saran:					
<b>M. Gambar dan Animasi</b>						
21	Gambar yang digunakan sesuai dengan materi.					
22	Penataan gambar teratur dan rapi.					
23	Bentuk, warna, ukuran dan proporsi gambar sesuai dengan realita.					
24	Penggunaan gambar konsisten (kartun/realistis)					
25	Animasi dapat berjalan dengan baik.					

	Saran:					
<b>N. Interaksi dan <i>Feedback</i></b>						
26.	Pengguna dapat menggunakan multimedia pembelajaran dengan mudah.					
27.	Pengguna dapat memilih unit belajar sesuai dengan keinginan dan kebutuhan.					
28.	Multimedia pembelajaran dapat memberi tahu jawaban benar atau salah pada setiap aktivitas.					
29.	Multimedia pembelajaran dapat menjadi alat evaluasi pembelajaran kosakata bagi pengguna.					
	Saran:					
<b>O. Navigasi</b>						
30	Terdapat tombol untuk berpindah ke frame atau scene tertentu.					
31	Tombol berfungsi dengan baik.					
32	Penempatan sistem navigasi konsisten.					
33	Fungsi tombol dapat diketahui dengan mudah.					
	Saran:					

## Lembar Evaluasi Multimedia Interaktif Pembelajaran Kosakata Bahasa Inggris

### Unit 1

Nama :  
Kelas :  
Jenis Kelamin :  
Usia :

#### Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Vocabrilliant* yang saya kembangkan sebagai salah satu syarat studi. Saya sangat mengharapkan kesediaan adik-adik untuk berpartisipasi dengan mengisi kuesioner ini sebagai masukan bagi saya dalam mengembangkan multimedia yang bersangkutan. Atas kesediaan adik-adik, saya sampaikan terimakasih.

#### Petunjuk Pengisian

Berikut ini adalah pertanyaan-pertanyaan berkaitan dengan multimedia pembelajaran kosakata bahasa inggris interaktif yang sedang dikembangkan. Mohon berikan penilaian adik-adik dengan memberikan tanda centang (✓) pada setiap butir pernyataan sesuai dengan pendapat adik-adik menggunakan skala penilaian berikut.

##### Keterangan:

SS = Sangat Setuju / Sangat Sesuai  
S = Setuju / Sesuai  
RR = Ragu-ragu  
TS = Tidak Setuju / Tidak Sesuai  
STS = Sangat Tidak Setuju / Sangat Tidak Sesuai

#### I. MATERI

No.	Pernyataan	SS	S	RR	TS	STS
1	Multimedia interaktif dapat membantu saya menguasai kosakata.					
2	Penguasaan kosakata saya meningkat setelah menggunakan multimedia interaktif.					
3	Materi yang disediakan di dalam multimedia interaktif sudah mencukupi.					

4	Aktivitas dalam multimedia interaktif sudah cukup banyak.					
5	Tulisan dalam multimedia interaktif dapat dibaca dengan mudah.					
6	Konsep permainan dalam multimedia interaktif dapat meningkatkan minat saya untuk belajar kosakata.					
7	Perintah dalam multimedia interaktif mudah dipahami.					
	Saran:					

## II. MEDIA

No.	Pernyataan	SS	S	RR	TS	STS
8	Fungsi tombol navigasi mudah dipahami dan digunakan.					
9	Warna unsur tata letak (judul, ilustrasi, tombol, dll.) harmonis.					
10	Instrumen musik yang digunakan sesuai dan tidak mengganggu saya dalam menggunakan aplikasi ini.					
11	Gambar dan ilustrasi yang digunakan dapat menambah ketertarikan saya untuk belajar.					
12	Penataan gambar teratur dan rapi					
13	Saya dapat menggunakan multimedia pembelajaran dengan mudah.					
14	Saya dapat memilih unit belajar sesuai dengan keinginan dan kebutuhan.					
15	Multimedia interaktif dapat memperjelas dan menegaskan arti dari kosakata yg ada didalamnya.					
16	Multimedia interaktif dapat memberi tahu jawaban benar atau salah pada setiap aktivitas.					
	Saran:					

## Lembar Evaluasi Multimedia Interaktif Pembelajaran Kosakata Bahasa Inggris

### Unit 2

Nama :  
Kelas :  
Jenis Kelamin :  
Usia :

#### Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Vocabrilliant* yang saya kembangkan sebagai salah satu syarat studi. Saya sangat mengharapkan kesediaan adik-adik untuk berpartisipasi dengan mengisi kuesioner ini sebagai masukan bagi saya dalam mengembangkan multimedia yang bersangkutan. Atas kesediaan adik-adik, saya sampaikan terimakasih.

#### Petunjuk Pengisian

Berikut ini adalah pertanyaan-pertanyaan berkaitan dengan multimedia pembelajaran kosakata bahasa inggris interaktif yang sedang dikembangkan. Mohon berikan penilaian adik-adik dengan memberikan tanda centang (✓) pada setiap butir pernyataan sesuai dengan pendapat adik-adik menggunakan skala penilaian berikut.

#### Keterangan:

- SS = Sangat Setuju / Sangat Sesuai  
S = Setuju / Sesuai  
RR = Ragu-ragu  
TS = Tidak Setuju / Tidak Sesuai  
STS = Sangat Tidak Setuju / Sangat Tidak Sesuai

### III. MATERI

No.	Pernyataan	SS	S	RR	TS	STS
1	Multimedia interaktif dapat membantu saya menguasai kosakata.					
2	Penguasaan kosakata saya meningkat setelah menggunakan multimedia interaktif.					
3	Materi yang disediakan di dalam multimedia interaktif sudah mencukupi.					

4	Aktivitas dalam multimedia interaktif sudah cukup banyak.					
5	Tulisan dalam multimedia interaktif dapat dibaca dengan mudah.					
6	Konsep permainan dalam multimedia interaktif dapat meningkatkan minat saya untuk belajar kosakata.					
7	Perintah dalam multimedia interaktif mudah dipahami.					
	Saran:					

#### IV. MEDIA

No.	Pernyataan	SS	S	RR	TS	STS
8	Fungsi tombol navigasi mudah dipahami dan digunakan.					
9	Warna unsur tata letak (judul, ilustrasi, tombol, dll.) harmonis.					
10	Instrumen musik yang digunakan sesuai dan tidak mengganggu saya dalam menggunakan aplikasi ini.					
11	Gambar dan ilustrasi yang digunakan dapat menambah ketertarikan saya untuk belajar.					
12	Penataan gambar teratur dan rapi					
13	Saya dapat menggunakan multimedia pembelajaran dengan mudah.					
14	Saya dapat memilih unit belajar sesuai dengan keinginan dan kebutuhan.					
15	Multimedia interaktif dapat memperjelas dan menegaskan arti dari kosakata yg ada didalamnya.					
16	Multimedia interaktif dapat memberi tahu jawaban benar atau salah pada setiap aktivitas.					
	Saran:					

## Lembar Evaluasi Multimedia Interaktif Pembelajaran Kosakata Bahasa Inggris

### Unit 3

Nama :  
Kelas :  
Jenis Kelamin :  
Usia :

#### Pengantar

Kuesioner ini merupakan instrumen penilaian terhadap multimedia pembelajaran Bahasa Inggris berjudul *Vocabrilliant* yang saya kembangkan sebagai salah satu syarat studi. Saya sangat mengharapkan kesediaan adik-adik untuk berpartisipasi dengan mengisi kuesioner ini sebagai masukan bagi saya dalam mengembangkan multimedia yang bersangkutan. Atas kesediaan adik-adik, saya sampaikan terimakasih.

#### Petunjuk Pengisian

Berikut ini adalah pertanyaan-pertanyaan berkaitan dengan multimedia pembelajaran kosakata bahasa inggris interaktif yang sedang dikembangkan. Mohon berikan penilaian adik-adik dengan memberikan tanda centang (✓) pada setiap butir pernyataan sesuai dengan pendapat adik-adik menggunakan skala penilaian berikut.

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S = Setuju / Sesuai  
RR = Ragu-ragu  
TS = Tidak Setuju / Tidak Sesuai  
STS = Sangat Tidak Setuju / Sangat Tidak Sesuai

#### V. MATERI

No.	Pernyataan	SS	S	RR	TS	STS
1	Multimedia interaktif dapat membantu saya menguasai kosakata.					
2	Penguasaan kosakata saya meningkat setelah menggunakan multimedia interaktif.					
3	Materi yang disediakan di dalam multimedia interaktif sudah mencukupi.					

4	Aktivitas dalam multimedia interaktif sudah cukup banyak.					
5	Tulisan dalam multimedia interaktif dapat dibaca dengan mudah.					
6	Konsep permainan dalam multimedia interaktif dapat meningkatkan minat saya untuk belajar kosakata.					
7	Perintah dalam multimedia interaktif mudah dipahami.					
	Saran:					

## VI. MEDIA

No.	Pernyataan	SS	S	RR	TS	STS
8	Fungsi tombol navigasi mudah dipahami dan digunakan.					
9	Warna unsur tata letak (judul, ilustrasi, tombol, dll.) harmonis.					
10	Instrumen musik yang digunakan sesuai dan tidak mengganggu saya dalam menggunakan aplikasi ini.					
11	Gambar dan ilustrasi yang digunakan dapat menambah ketertarikan saya untuk belajar.					
12	Penataan gambar teratur dan rapi					
13	Saya dapat menggunakan multimedia pembelajaran dengan mudah.					
14	Saya dapat memilih unit belajar sesuai dengan keinginan dan kebutuhan.					
15	Multimedia interaktif dapat memperjelas dan menegaskan arti dari kosakata yg ada didalamnya.					
16	Multimedia interaktif dapat memberi tahu jawaban benar atau salah pada setiap aktivitas.					
	Saran:					

# APPENDIX B

## -Research Data

## OBSERVATION GUIDE

**Place** : SMP N 15 Yogyakarta

**Date** : October 21, 2015.

No.	Aspect	Explanation
1	<b>Students' Characteristics</b>	Students are noisy in the classroom. They are not focusing on the learning process and the materials.
2	<b>Materials</b>	The materials are taken from the book <i>When English Rings The Bell</i> . Students are learning about time and date.
3	<b>Media</b>	The media used during the class is <i>When English Rings The Bell</i> book.
4	<b>Facilities</b>	There is a projector in the classroom, a computer laboratory, and dictionaries in the library.

## INTERVIEW TRANSCRIPT

R : Researcher

T : Teacher

R : Dalam mengajar bahasa Inggris, materi atau buku apa saja yang bapak gunakan?

T : kami menggunakan materi dari beberapa sumber, antara lain buku *Let's Talk* dan buku yang diberikan oleh pemerintah untuk membantu pelaksanaan kurikulum 2013, yaitu *When English Rings The Bell*. Tapi yang lebih dominan digunakan adalah buku yang dari pemerintah, yang lain hanya sebagai pelengkap saja. Kami juga menggunakan sumber yang lain seperti LKS.

R : Bagaimana kemampuan bahasa Inggris siswa?

T : Siswa di sini bermacam macam. Secara umum, siswa disini dibagi menjadi dua golongan yakni siswa reguler dan siswa KMS. Siswa KMS ini kuotanya diatur oleh pemerintah, dan disini termasuk cukup banyak jumlahnya. Siswa reguler ini kemampuannya cukup lumayan, tapi kalau siswa KMS ini kemampuannya sangat kurang.

R : Kalau kemampuan bahasa Inggris siswa kelas 7E bagaimana pak.

T : Kelas 7E ini termasuk yang kelas reguler, tapi mbak tahu sendiri tadi seperti apa mereka. Kemampuannya lebih mirip dengan yang siswa KMS.

R : metode atau teknik mengajar seperti apa yang bapak gunakan?

T : kami mengikuti peraturan pemerintah dengan menggunakan kurikulum 2013, jadi metode yang digunakan adalah metode *scientific*, yang mana ada beberapa langkah pengajaran, yaitu, observing, questioning, collecting data, analysing, presenting data.

R : Kesulitan yang siswa hadapi?

T : semuanya mbak, terutama vocabulary. Karena kan sekarang sudah tidak ada pelajaran Bahasa Inggris saat di SD. Jadi siswa benar benar mulai dari

nol. Harus belajar dari awal lagi. Rata rata siswa juga tidak mendapat les Bahasa Inggris karena kondisi ekonominya.

R : Apa yang bapak lakukan untuk mengatasi kesulitan tersebut?

T : saya berikan tambahan tugas untuk siswa yang kurang kemampuannya.

R : Kalau untuk kemampuan kosa kata siswa bagaimana pak?

T : yaitu tadi mbak, karena tidak ada pelajaran Bahasa Inggris di SD ya harus mulai dari nol juga.

R : Pembelajaran kosakata di kelas itu bagaimana pak?

T : ya sama dengan pembelajaran yang lainnya. Materinya diambil dari buku, latihannya juga dari buku. Karena ini kurikulum 2013, jadi siswa dianjurkan untuk diskusi dengan teman. Tapi kalau sama sama tidak tahu, bisa ditanyakan ke saya atau mencari di kamus.

R : berarti tidak ada pembelajaran khusus untuk kosa kata ya pak?

T : kami mengikuti buku saja, kan itu didesain oleh pemerintah, di situ juga sudah ada latihannya. Kalau dirasa masih kurang bisa mencari di sumber lain, di LKS atau di buku *Let's Talk*.

### The Result of Needs Analysis

		Questions	Items	N	(%)
Target Needs	Necessities	The students need to learn English...	a. To read textbook	5	15.15
			b. To be able to communicate	30	90.90
			c. To help in the future study	9	27.27
			d. Others	4	12.12
		The students want to know about vocabularies in the material of...	a. Introducing ourselves	8	24.24
			b. Describing people	12	36.36
			c. Giving direction	19	57.57
			d. Occupation	7	21.21
			e. Name of things	16	48.48
			f. Date, day and time	3	9.09
			g. Giving instruction	10	30.30
			h. Others	1	3.03
	Lacks	Difficulty students face when learning English...	a. Vocabularies	18	54.54
			b. Grammar	15	45.45
			c. Speaking	11	33.33
			d. Listening	9	27.27
			e. Reading	8	24.24
			f. Writing	7	21.21
			g. Other	0	0
		The students' ability in understanding the vocabulary...	a. Very poor	1	3.03
			b. Poor	18	54.54
			c. Good	14	42.42
			d. Very good	0	0
Learning Needs	Wants	The aspect of vocabulary that the students want to know...	a. The definition	4	12.12
			b. The meaning	24	72.72
			c. The sound	16	48.48
			d. The pronunciation	8	24.24
			e. The usage	10	30.30
			f. Others	0	0
	Input	The amount of vocabulary learned in each unit is...	a. > 10 words	5	15.15
			b. 10 – 20 words	14	42.42
			c. 20 – 30 words	6	18.18
			d. > 30 words	8	24.24
	Procedures	The approach of learning vocabulary is...	a. Through text reading	13	39.39
			b. Guessing meaning from context and dictionary activity	15	45.45
			c. Through game	20	60.60
			d. Through music	16	48.48

			e. Through writing	8	24.24
			f. Others	1	3.03
	Setting	The students desire to learn vocabulary in...	a. the classroom	13	39.39
			b. outside the classroom, but still in the school area	21	63.63
			c. in computer laboratory	6	9.09
			d. outside the school	17	51.51
	Media	The media students desire to learn vocabulary is...	a. Book	18	54.54
			b. Interactive multimedia	20	60.60
			c. Website	11	33.33
			d. Others	1	3.03
		The background of multimedia that the students desire is...	a. Similar on every page	9	27.27
			b. Depend on its funnction	24	72.72
			c. Others	0	0
		The type of font used in multimedia is...	a. Arial	9	27.27
			a. Bradley Hand ITC	0	0
			b. Century Schoolbook	12	36.36
			c. Comic Sans	5	15.15
			d. Dotum	0	0
			e. Harrington	7	21.21
		The font size used in multimedia is...	a. Similar for the whole multimedia	8	24.24
			b. Deepend on its function	25	75.75
		The font color used in multimedia is...	a. Similar for the whole multimedia	8	24.24
			b. Depend on its function	25	75.75
		The picture used in multimedia is...	a. Cartoon	25	75.75
			b. Realistic	8	24.24
		The use of backsound in multimedia is...	a. Not needed	0	0
			b. Sometimes needed	11	33.33
			c. Needed	22	66.66

## The Expert Judgment and The Revision

### Unit 1

<b>A. Materials Coverage</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
1	The materials developed are in line with the core competency.	5
2	The materials developed are in line with the standard competency.	5
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4
4	The amount of the materials is sufficient.	4
<b>Mean</b>		4.5

<b>B. Language Appropriateness</b>		
5	The language used generally is appropriate for the student.	4
6	The messages delivered are clear and understandable.	5
7	The grammar is appropriate.	4
8	The spelling is appropriate.	5
<b>Mean</b>		4.5

<b>C. Materials Presentation</b>		
9	The presentation of the materials is well arranged.	5
10	The presentation of the materials is attractive.	5
11	The “learning with game” concept can help student to learn vocabulary.	5
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	5
<b>Mean</b>		5

<b>A. Interface</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5
15	The shift of the slides is smooth.	5
16	The text type used is readable.	4
17	The word art use is not too much.	4
<b>Mean</b>		4.6

<b>A. Audio</b>		
18	The music instrument supports the materials presentation.	1
19	The volume of the music instrument is appropriate.	1
20	The music instrument is not distracting the vocabulary learning.	1
	<b>Mean</b>	1

<b>A. Picture and Animation</b>		
21	The pictures are match suitable for the materials.	5
22	The picture arrangement is appropriate	5
23	The picture shape, color, size, and proportion are realistic.	5
24	The pictures usage is consistent (cartoon/realistic)	5
25	The animations work properly.	4
	<b>Mean</b>	4.8

<b>A. Interaction and Feedback</b>		
26	The interactive multimedia is student friendly.	5
27	The student can choose unit learning which match his/her want and necessity.	5
28	The interactive multimedia can correct answers.	5
29	The interactive multimedia can evaluate the learning result.	5
	<b>Mean</b>	5

<b>A. Navigation</b>		
30	There are buttons to move to particular scene or frame.	5
31	The buttons work properly.	2
32	The placement of the navigation system is consistent.	4
33	The function of the buttons is clear.	4
	<b>Mean</b>	3.75

Unit	Evaluation	Revision
Unit 1	The audio instrument is not working properly	Replacing the audio instrument file.
	The home buttons in the drill part is not working.	Fixing the home buttons.
	The scoring in the evaluation part in slide 22 is incorrect.	Correcting the score.

Unit	Evaluation	Revision
Unit 1	Lack of variation in activity	Adding 4 new games which are labeling game, find the differences game, crossword game, and hangman game.
	Lack of sentence use.	Adding jumbled sentence game.

## The Expert Judgment and The Revision

### Unit 2

<b>D. Materials Coverage</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
1	The materials developed are in line with the core competency.	5
2	The materials developed are in line with the standard competency.	5
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4
4	The amount of the materials is sufficient.	4
	<b>Mean</b>	4.5

<b>E. Language Appropriateness</b>		
5	The language used generally is appropriate for the student.	5
6	The messages delivered are clear and understandable.	5
7	The grammar is appropriate.	5
8	The spelling is appropriate.	5
	<b>Mean</b>	5

<b>F. Materials Presentation</b>		
9	The presentation of the materials is well arranged.	5
10	The presentation of the materials is attractive.	5
11	The “learning with game” concept can help student to learn vocabulary.	4
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	4
	<b>Mean</b>	4.5

<b>B. Interface</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5
15	The shift of the slides is smooth.	5
16	The text type used is readable.	5
17	The word art use is not too much.	4
	<b>Mean</b>	4.8

<b>B. Audio</b>		
18	The music instrument supports the materials presentation.	1
19	The volume of the music instrument is appropriate.	1
20	The music instrument is not distracting the vocabulary learning.	1
	<b>Mean</b>	1

<b>B. Picture and Animation</b>		
21	The pictures are match suitable for the materials.	5
22	The picture arrangement is appropriate	4
23	The picture shape, color, size, and proportion are realistic.	5
24	The pictures usage is consistent (cartoon/realistic)	4
25	The animations work properly.	4
	<b>Mean</b>	4.4

<b>B. Interaction and Feedback</b>		
26	The interactive multimedia is student friendly.	5
27	The student can choose unit learning which match his/her want and necessity.	5
28	The interactive multimedia can correct answers.	5
29	The interactive multimedia can evaluate the learning result.	5
	<b>Mean</b>	5

<b>B. Navigation</b>		
30	There are buttons to move to particular scene or frame.	5
31	The buttons work properly.	2
32	The placement of the navigation system is consistent.	4
33	The function of the buttons is clear.	4
	<b>Mean</b>	3.75

Unit	Evaluation	Revision
Unit 1	The audio instrument is not working properly	Replacing the audio instrument file.
	The hyperlink in unit 2 home is not working properly.	Fixing the hyperlink.
	The try again button in slide 67 is not working.	Fixing the try again button.

Unit	Evaluation	Revision
Unit 1	Lack of variation in activity	Adding 3 new games which are spaceship game, crossword game, and hangman game.
	Lack of sentence use.	Adding jumbled sentence game.
	The word “bright skin” in the input, drill, and evaluation part should be replaced with “fair skin”	Replacing the word.
	The word “thin body” in the input, drill, and evaluation part should be replaced with “slim body”	Replacing the word.

## The Expert Judgment and The Revision

### Unit 3

<b>G. Materials Coverage</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
1	The materials developed are in line with the core competency.	5
2	The materials developed are in line with the standard competency.	5
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	5
4	The amount of the materials is sufficient.	5
	<b>Mean</b>	5

<b>H. Language Appropriateness</b>		
5	The language used generally is appropriate for the student.	5
6	The messages delivered are clear and understandable.	5
7	The grammar is appropriate.	4
8	The spelling is appropriate.	5
	<b>Mean</b>	4.75

<b>I. Materials Presentation</b>		
9	The presentation of the materials is well arranged.	5
10	The presentation of the materials is attractive.	4
11	The “learning with game” concept can help student to learn vocabulary.	3
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	3
	<b>Mean</b>	3.75

<b>C. Interface</b>		
<b>No.</b>	<b>Statement</b>	<b>Score</b>
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5

14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5
15	The shift of the slides is smooth.	5
16	The text type used is readable.	4
17	The word art use is not too much.	4
	<b>Mean</b>	4.6

<b>C. Audio</b>		
18	The music instrument supports the materials presentation.	1
19	The volume of the music instrument is appropriate.	1
20	The music instrument is not distracting the vocabulary learning.	1
	<b>Mean</b>	1

<b>C. Picture and Animation</b>		
21	The pictures are match suitable for the materials.	5
22	The picture arrangement is appropriate	4
23	The picture shape, color, size, and proportion are realistic.	3
24	The pictures usage is consistent (cartoon/realistic)	4
25	The animations work properly.	4
	<b>Mean</b>	4

<b>C. Interaction and Feedback</b>		
26	The interactive multimedia is student friendly.	5
27	The student can choose unit learning which match his/her want and necessity.	5
28	The interactive multimedia can correct answers.	5
29	The interactive multimedia can evaluate the learning result.	5
	<b>Mean</b>	5

<b>C. Navigation</b>		
30	There are buttons to move to particular scene or frame.	5
31	The buttons work properly.	2
32	The placement of the navigation system is consistent.	4
33	The function of the buttons is clear.	4
	<b>Mean</b>	3.75

Unit	Evaluation	Revision
Unit 1	The audio instrument is not working properly	Replacing the audio instrument file.
	The direction button is difficult to be seen.	Changing the button color from blue to red, to distinguish it from the other buttons.
	The bubble box color in the map is similar with some of the buildings color, and is difficult to be distinguished.	Changing the bubble box color from blue into toska.

Unit	Evaluation	Revision
Unit 1	Lack of variation in activity	Adding 3 new games which are direction 2 game, crossword game, and hangman game.
	Lack of sentence use.	Adding jumbled sentence game.

## The Expert Judgment Result of The Final Draft

### Unit 1

<b>A. Materials Coverage</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
1	The materials developed are in line with the core competency.	5	
2	The materials developed are in line with the standard competency.	5	
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4	
4	The amount of the materials is sufficient.	5	
	<b>Mean</b>		4.5
<b>B. Language Appropriateness</b>			
5	The language used generally is appropriate for the user.	4	
6	The messages delivered are clear and understandable.	5	
7	The grammar is appropriate.	4	
8	The spelling is appropriate.	5	
	<b>Mean</b>		4.5
<b>C. Materials Presentation</b>			
9	The presentation of the materials is well arranged.	5	
10	The presentation of the materials is attractive.	5	
11	The “learning with game” concept can help student to learn vocabulary.	5	
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	5	
	<b>Mean</b>		5
	<b>Total Score</b>	<b>57</b>	
	<b>Overall Mean Score</b>		<b>4.75</b>

<b>A. Interface</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5	
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5	
15	The shift of the slides is smooth.	5	
16	The text type used is readable.	4	
17	The word art use is not too much.	4	

	<b>Mean</b>		4.6
<b>B. Audio</b>			
18	The music instrument supports the materials presentation.	5	
19	The volume of the music instrument is appropriate.	5	
20	The music instrument is not distracting the vocabulary learning.	4	
	<b>Mean</b>		4.6
<b>C. Picture and Animation</b>			
21	The pictures are match suitable for the materials.	5	
22	The picture arrangement is appropriate	5	
23	The picture shape, color, size, and proportion are realistic.	5	
24	The pictures usage is consistent (cartoon/realistic)	5	
25	The animations work properly.	4	
	<b>Mean</b>		4.8
<b>D. Interaction and Feedback</b>			
26	The interactive multimedia is user friendly.	5	
27	The user can choose unit learning which match his/her want and necessity.	5	
28	The interactive multimedia can correct answers.	5	
29	The interactive multimedia can evaluate the learning result.	5	
	<b>Mean</b>		5
<b>E. Navigation</b>			
30	There are buttons to move to particular scene or frame.	5	
31	The buttons work properly.	4	
32	The placement of the navigation system is consistent.	4	
33	The function of the buttons is clear.	4	
	<b>Mean</b>		4.25
	<b>Total Score</b>	<b>102</b>	
	<b>Overall Mean Score</b>		<b>4.85</b>

## The Expert Judgment Result of The Final Draft

### Unit 2

<b>A. Materials Coverage</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
1	The materials developed are in line with the core competency.	5	
2	The materials developed are in line with the standard competency.	5	
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	4	
4	The amount of the materials is sufficient.	4	
	<b>Mean</b>		4.5
<b>B. Language Appropriateness</b>			
5	The language used generally is appropriate for the user.	5	
6	The messages delivered are clear and understandable.	5	
7	The grammar is appropriate.	5	
8	The spelling is appropriate.	5	
	<b>Mean</b>		5
<b>C. Materials Presentation</b>			
9	The presentation of the materials is well arranged.	5	
10	The presentation of the materials is attractive.	5	
11	The “learning with game” concept can help student to learn vocabulary.	5	
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	4	
	<b>Mean</b>		4.75
	<b>Total Score</b>	<b>57</b>	
	<b>Overall Mean Score</b>		<b>4.75</b>

<b>A. Interface</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5	
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5	
15	The shift of the slides is smooth.	5	
16	The text type used is readable.	5	
17	The word art use is not too much.	4	

	<b>Mean</b>		4.8
<b>B. Audio</b>			
18	The music instrument supports the materials presentation.	5	
19	The volume of the music instrument is appropriate.	5	
20	The music instrument is not distracting the vocabulary learning.	4	
	<b>Mean</b>		4.6
<b>C. Picture and Animation</b>			
21	The pictures are match suitable for the materials.	5	
22	The picture arrangement is appropriate	4	
23	The picture shape, color, size, and proportion are realistic.	5	
24	The pictures usage is consistent (cartoon/realistic)	4	
25	The animations work properly.	4	
	<b>Mean</b>		4.4
<b>D. Interaction and Feedback</b>			
26	The interactive multimedia is user friendly.	5	
27	The user can choose unit learning which match his/her want and necessity.	5	
28	The interactive multimedia can correct answers.	5	
29	The interactive multimedia can evaluate the learning result.	5	
	<b>Mean</b>		5
<b>E. Navigation</b>			
30	There are buttons to move to particular scene or frame.	5	
31	The buttons work properly.	4	
32	The placement of the navigation system is consistent.	4	
33	The function of the buttons is clear.	4	
	<b>Mean</b>		4.25
	<b>Total Score</b>	<b>97</b>	
	<b>Overall Mean Score</b>		<b>4.6</b>

## The Expert Judgment Result of The Final Draft

### Unit 3

<b>A. Materials Coverage</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
1	The materials developed are in line with the core competency.	5	
2	The materials developed are in line with the standard competency.	5	
3	The materials (texts, pictures, etc.) are relevant with the topic discussed.	5	
4	The amount of the materials is sufficient.	5	
	<b>Mean</b>		<b>5</b>
<b>B. Language Appropriateness</b>			
5	The language used generally is appropriate for the user.	5	
6	The messages delivered are clear and understandable.	5	
7	The grammar is appropriate.	5	
8	The spelling is appropriate.	5	
	<b>Mean</b>		<b>5</b>
<b>C. Materials Presentation</b>			
9	The presentation of the materials is well arranged.	5	
10	The presentation of the materials is attractive.	4	
11	The “learning with game” concept can help student to learn vocabulary.	5	
12	The “learning with game” concept can increase students’ interest to learn vocabulary.	4	
	<b>Mean</b>		<b>4.75</b>
	<b>Total Score</b>	<b>58</b>	
	<b>Overall Mean Score</b>		<b>4.8</b>

<b>A. Interface</b>			
<b>No.</b>	<b>Statement</b>	<b>Score</b>	
13	The composition and size of the titles, illustrations, buttons, etc. are proportional and have a good balance to the content.	5	
14	The color of the titles, illustrations, buttons, etc. is in harmony, and emphasizing its function.	5	
15	The shift of the slides is smooth.	5	
16	The text type used is readable.	4	
17	The word art use is not too much.	4	

	<b>Mean</b>		4.6
<b>B. Audio</b>			
18	The music instrument supports the materials presentation.	5	
19	The volume of the music instrument is appropriate.	5	
20	The music instrument is not distracting the vocabulary learning.	4	
	<b>Mean</b>		4.6
<b>C. Picture and Animation</b>			
21	The pictures are match suitable for the materials.	5	
22	The picture arrangement is appropriate	4	
23	The picture shape, color, size, and proportion are realistic.	5	
24	The pictures usage is consistent (cartoon/realistic)	5	
25	The animations work properly.	4	
	<b>Mean</b>		4.6
<b>D. Interaction and Feedback</b>			
26	The interactive multimedia is user friendly.	5	
27	The user can choose unit learning which match his/her want and necessity.	5	
28	The interactive multimedia can correct answers.	5	
29	The interactive multimedia can evaluate the learning result.	5	
	<b>Mean</b>		5
<b>E. Navigation</b>			
30	There are buttons to move to particular scene or frame.	5	
31	The buttons work properly.	5	
32	The placement of the navigation system is consistent.	4	
33	The function of the buttons is clear.	5	
	<b>Mean</b>		4.75
	<b>Total Score</b>	<b>99</b>	
	<b>Overall Mean Score</b>		<b>4.7</b>

### SMALL GROUP TRY-OUT RESULT UNIT 1

No.	Respondent	Statement																Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80
2	B	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	71
3	C	5	4	3	4	5	5	5	4	4	3	5	4	5	4	4	4	68
4	D	5	4	3	5	5	5	5	4	4	3	4	4	5	4	4	4	68
5	E	5	4	4	4	5	4	5	5	4	4	5	5	4	4	5	4	71
6	F	5	4	4	4	4	5	5	4	4	4	4	5	4	5	4	4	69
	<b>Total</b>	30	26	24	27	29	29	30	26	25	23	27	27	27	26	26	25	<b>427</b>
	<b>Mean</b>	5	4.3	4	4.5	4.8	4.8	5	4.3	4.1	3.8	4.5	4.5	4.5	4.3	4.3	4.1	<b>4.45</b>

### SMALL GROUP TRY-OUT RESULT UNIT 2

No.	Respondent	Statement																Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	A	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	79
2	B	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	71
3	C	5	4	5	5	5	5	5	4	4	3	5	4	5	5	4	5	73
4	D	5	4	3	5	5	5	5	4	4	5	4	4	5	4	4	4	70
5	E	4	5	4	4	5	5	4	5	4	4	5	5	4	4	5	4	71
6	F	4	5	4	4	5	4	5	4	5	4	4	5	4	4	5	4	70
	<b>Total</b>	28	28	26	27	30	29	29	26	26	25	27	27	27	26	27	26	<b>434</b>
	<b>Mean</b>	4.6	4.6	4.3	4.5	5	4.8	4.8	4.3	4.3	4.1	4.5	4.5	4.5	4.3	4.5	4.3	<b>4.52</b>

### SMALL GROUP TRY-OUT RESULT UNIT 3

No.	Respondent	Statement																Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	A	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	79
2	B	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	71
3	C	5	5	5	5	4	5	5	5	4	5	4	4	4	5	5	5	75
4	D	5	4	3	5	5	5	5	4	4	3	4	4	5	4	4	4	68
5	E	4	5	4	4	5	4	5	5	4	4	5	5	4	4	5	4	71
6	F	5	4	4	4	5	4	5	5	4	4	5	5	4	5	4	4	71
	<b>Total</b>	29	28	26	27	29	28	30	28	25	25	27	27	26	27	27	26	<b>435</b>
	<b>Mean</b>	4.8	4.6	4.3	4.5	4.8	4.6	5	4.6	4.1	4.1	4.5	4.5	4.3	4.5	4.5	4.3	<b>4.53</b>

<b>Field Note 1</b>	
Date	: October 21 <sup>st</sup> , 2015.
Location	: SMP N 15 Yogyakarta
Time	: 07.45 – 11.00
<p>The class is begun at 7.45 since there is a ceremony to celebrate Hari Kebangkitan Nasional. There are 33 students in class 7E. The class is begun with a short prayer. Today, students are learning about time and date. Students are first asked to observe the time and date materials in the book, but many of them seem to have difficulty in following and understanding the materials. They are easily to get distracted as well. Moreover, many of them are chatting and doing other activities. The teacher then gives a short explanation about how to state date and time in English, and about its usage. After that, the teacher gives them a task to create time table of their daily activities. They are divided into group of 6 to discuss their daily activities. They seem to get better after the teacher explain the materials, but still they are quite noisy. Unfortunately, there is not enough time to have presentations related to the task given. Thus, the presentation will be started in the other meeting. After the observation, the interview with the teacher is begun. The teacher is very cooperative and helpful. The interview spends about 30 minutes. It covers several questions related to students' proficiency level, their characteristics, and the teaching and learning process in the classroom.</p>	

<b>Field Note 2</b>	
Date	: October 28 <sup>th</sup> , 2015.
Location	: SMP N 15 Yogyakarta
Time	: 07.00 – 07.45
<p>Today, the students are asked to fill a questionnaire for the need analysis. There are 33 students in class 7E. They are all very cooperative. They ask some questions related to the questionnaire that they seem confuse about, but the rest is going very well. Still, they are quite noisy.</p>	

<b>Field Note 3</b>	
Date	: January 4 <sup>th</sup> , 2016.
Location	: SMP N 15 Yogyakarta
Time	: 10.00 – 11.30
<p>Today is the implementation of the interactive multimedia. The implementation is held after all the class finished, so that it doesn't disturb the teaching and learning. The implementation is held in the school library. There are 6 students which are randomly chosen to follow the implementation stage. There are 4 girls and 2 boys. They are asked to play the multimedia and then fill the questionnaire. They are all very cooperative. They seem to enjoy playing the multimedia. But, it is very obvious that they are more attracted to easier task. When it comes to more difficult task and long explanation, they seem to be less attracted.</p>	

# APPENDIX C

## -Course Grid

## **COURSE GRID**

Class/Semester	:VII/1
Unit	:1
Kompetensi Inti	<p>: 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>: 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya.</p>

Objectives : At the end of this lesson, students are expected to be able to recognize things around the house and around the school.

	Indicators	Unit title	Topic	Vocabulary input	Activity
1	<ul style="list-style-type: none"> <li>Students are able to follow the game's instructions.</li> <li>Students are able to choose correct picture.</li> <li>Students are able to choose correct definition.</li> </ul>	I love things around me	Things around us at home and at school.	<ul style="list-style-type: none"> <li>Backpack</li> <li>Marker</li> <li>Projector</li> <li>Books</li> <li>Globe</li> <li>Pencil case</li> <li>Stool</li> <li>Knife</li> <li>Doormat</li> <li>Mop</li> <li>Jar</li> <li>Jug</li> <li>Table lamp</li> <li>Statue</li> <li>Ladybug</li> <li>Watch</li> <li>Vase</li> <li>Radio</li> </ul>	<p><b>Input:</b> Hidden object game with hint.</p> <p><b>Drill:</b></p> <ul style="list-style-type: none"> <li>- Hidden object game.</li> <li>- Labeling game.</li> <li>- Find the differences game.</li> <li>- Crossword game.</li> <li>- Hangman game.</li> <li>- Jumbled word game.</li> </ul> <p><b>Evaluation:</b> Choosing correct definition.</p>

## **COURSE GRID**

Class/Semester	:VII/1
Unit	:2
Kompetensi Inti	<p>: 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>: 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>

Objectives : - At the end of this lesson, students are expected to be able to identify human facial and body features.

- At the end of this lesson, students are expected to describe human facial and body features.

	Indicators	Unit title	Topic	Vocabulary input	Activity
1	<ul style="list-style-type: none"> <li>Students are able to follow the game's instructions.</li> <li>Students are able to identify human facial features.</li> <li>Students are able to identify human body features.</li> </ul>	What do they look like?	Human facial and body fetures.	<ul style="list-style-type: none"> <li>Almond eyes</li> <li>Narrow eyes</li> <li>Round eyes</li> <li>Pointed nose</li> <li>Flat nose</li> <li>Thick lips</li> <li>Thin lips</li> <li>Long hair</li> <li>Short hair</li> <li>Straight hair</li> <li>Wavy hair</li> <li>Black hair</li> <li>Brown hair</li> <li>Blonde hair</li> <li>Tall</li> <li>Short</li> <li>Fat</li> <li>Slim</li> <li>Dark skin</li> <li>Bright skin</li> </ul>	<p><b>Input:</b> Introduction of the vocabulary.</p> <p><b>Drill:</b></p> <ul style="list-style-type: none"> <li>Creating human face picture based on a description.</li> <li>Guessing figure game.</li> <li>Spaceship game.</li> <li>Crossword game.</li> <li>Hangman game.</li> <li>Jumbled words game.</li> </ul> <p><b>Evaluation:</b> Choosing the best describing picture.</p>

## **COURSE GRID**

Class/Semester	:VII/1
Unit	:3
Kompetensi Inti	<p>: 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>: 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari jenis teks khusus berbentuk instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis, sangat pendek dan sederhana.</p>

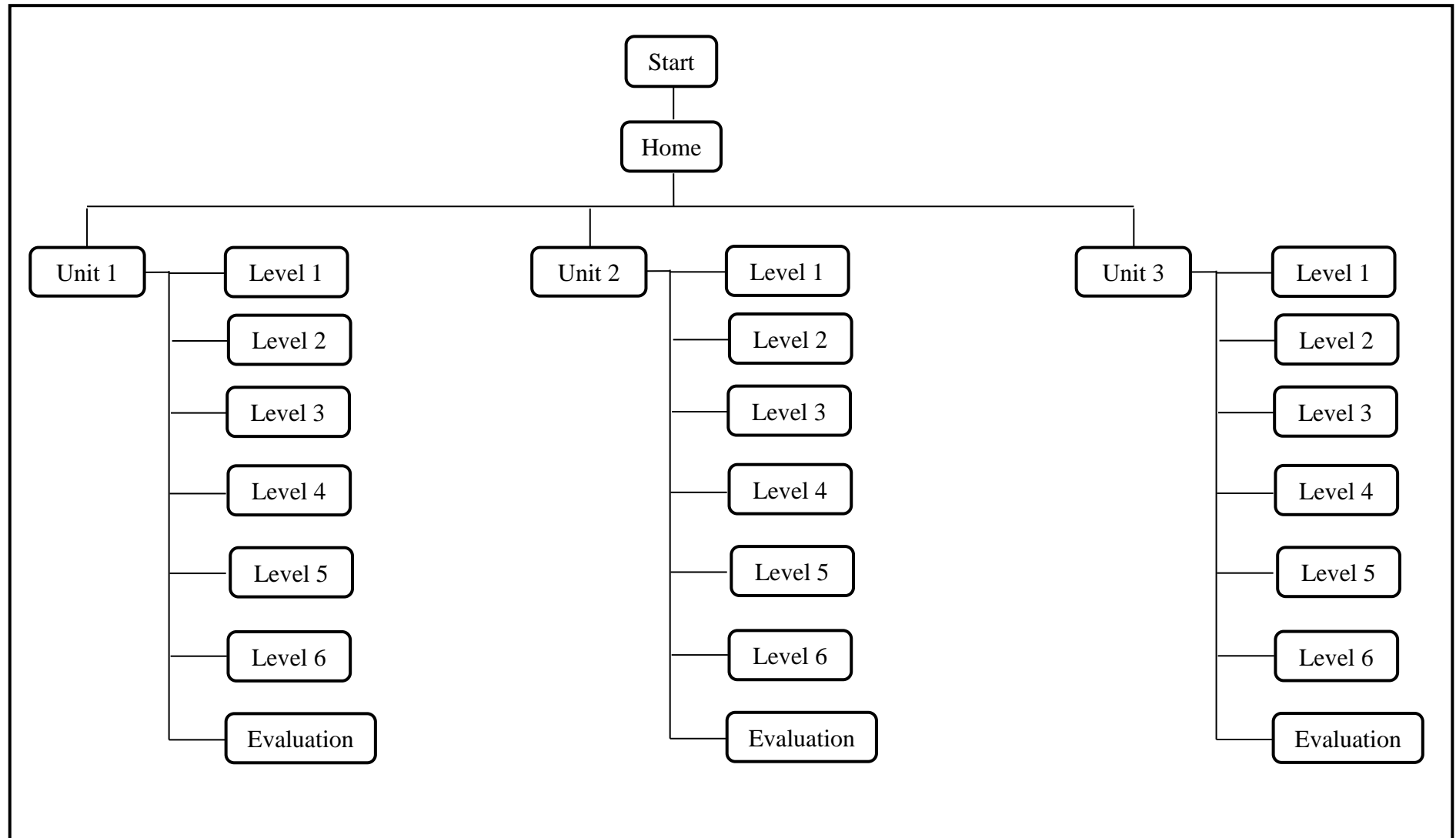
Objectives : - At the end of this lesson, students are expected to be able to identify the position of particular building.  
 - At the end of this lesson, students are expected to be able to give simple direction.

	Indicators	Unit title	Topic	Vocabulary input	Activity
1	<ul style="list-style-type: none"> <li>Students are able to follow the game's instructions.</li> <li>Students are able to identify position.</li> <li>Students are able to identify simple direction.</li> </ul>	I love My Town	Giving Direction	<ul style="list-style-type: none"> <li>In front of</li> <li>Behind</li> <li>Beside</li> <li>Next to</li> <li>Across</li> <li>Opposite</li> <li>In between</li> <li>Go straight</li> <li>Turn left</li> <li>Turn right</li> </ul>	<p><b>Input:</b> Introduction of the vocabulary.</p> <p><b>Drill:</b></p> <ul style="list-style-type: none"> <li>Choosing building game.</li> <li>Giving direction game 1</li> <li>Giving direction game 2.</li> <li>Crossword game.</li> <li>Hangman game.</li> <li>Jumbled words game.</li> </ul> <p><b>Evaluation:</b> Choosing best describing picture.</p>

# APPENDIX D

## -Flowchart

**Flowcharts of Interactive Vocabulary Learning Multimedia  
for Seventh Grade Students of SMP N 15 Yogyakarta**

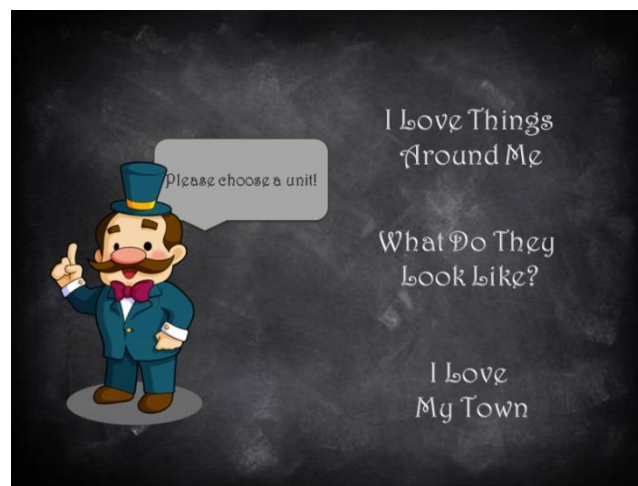


# APPENDIX E

~Final Draft



**Start Screen**



**Choose Unit**

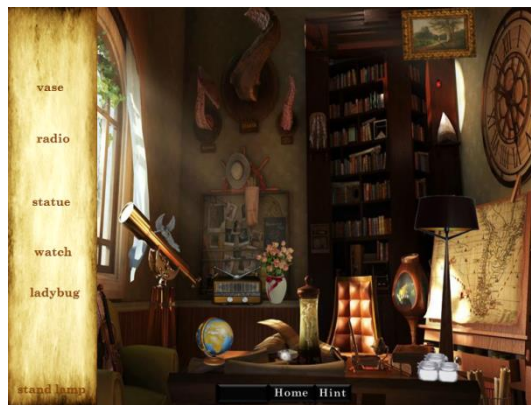


**Unit 1 Home**

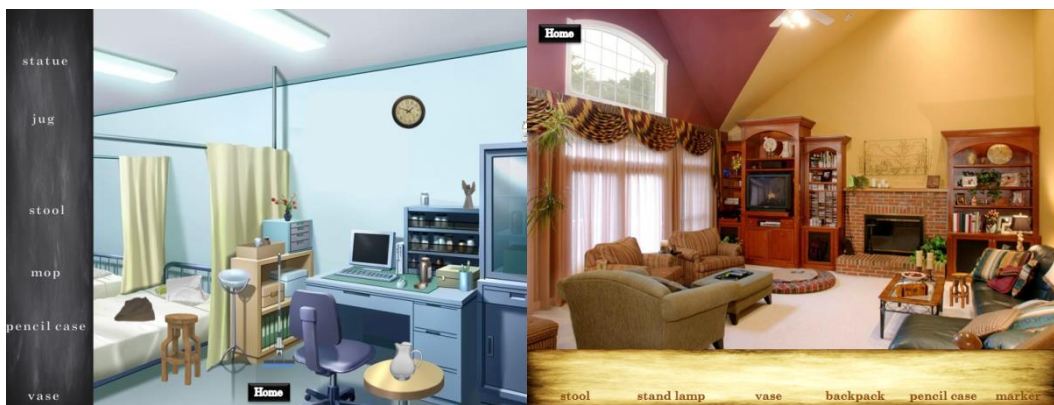


**Unit 1 Input 1**

**Unit 1 Input 2**

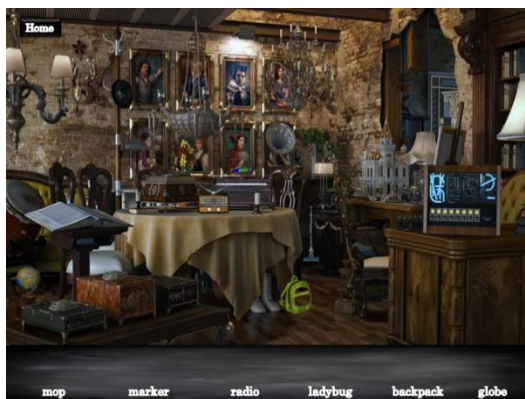


**Unit 1 Input**



**Unit 1 Drill 1.1**

**Unit 1 Drill 1.2**



**Unit 1 Drill 1.3**



**Unit 1 Drill 1.4**



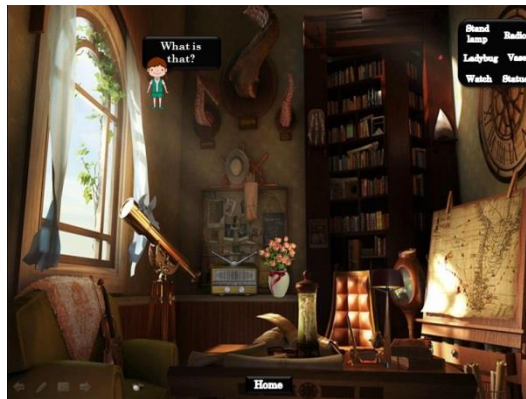
**Unit 1 Drill 1.5**



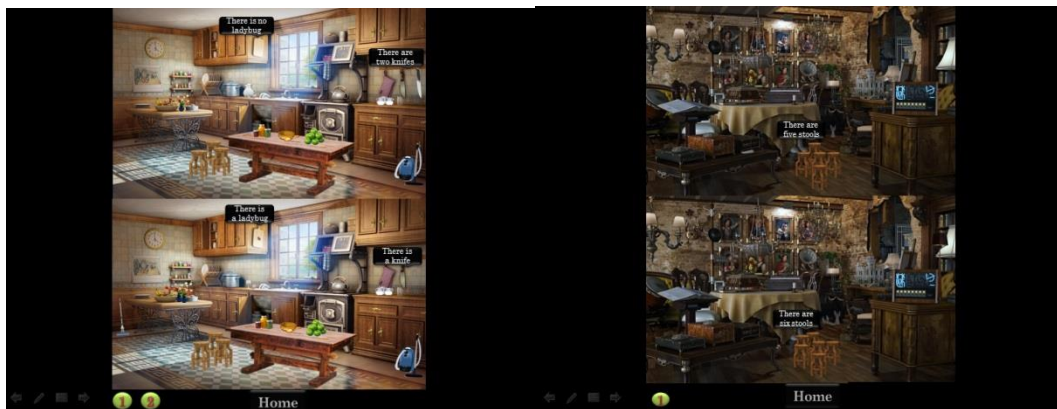
**Unit 1 Drill 2.1**



**Unit 1 Drill 2.2**

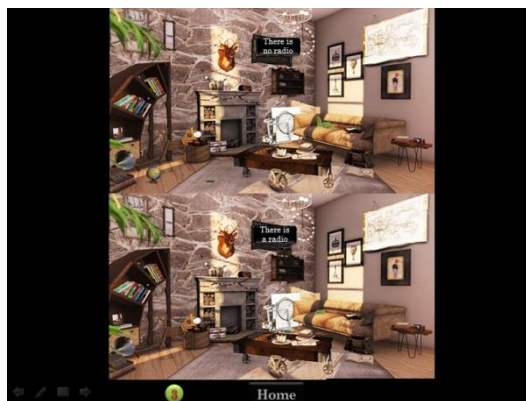


Unit 1 Drill 2.3

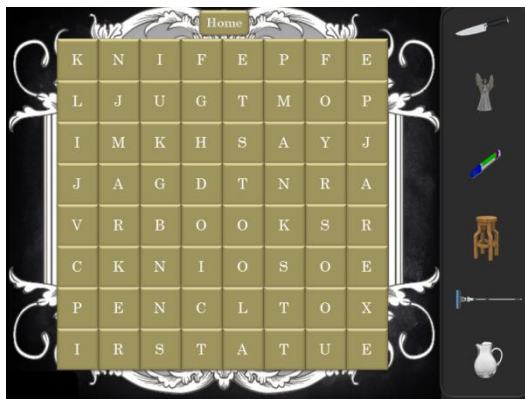


Unit 1 Drill 3.1

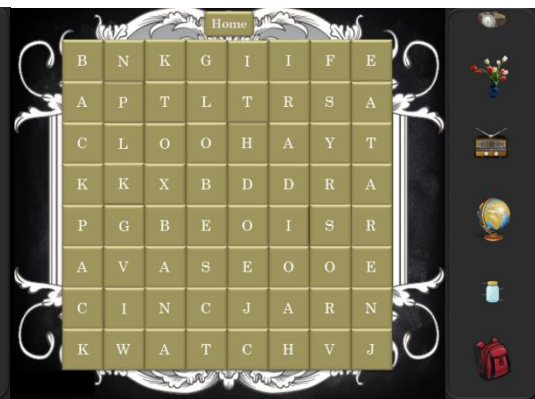
Unit 1 Drill 3.2



Unit 1 Drill 3.3



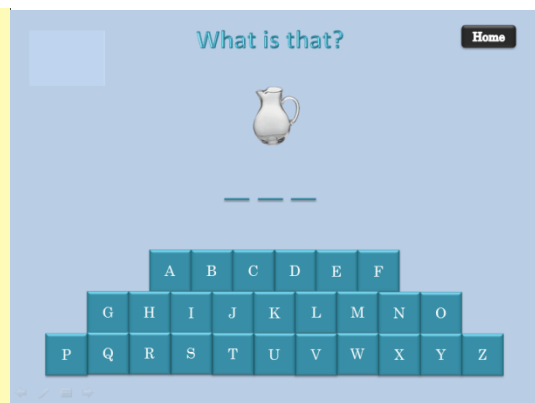
**Unit 1 Drill 4.1**



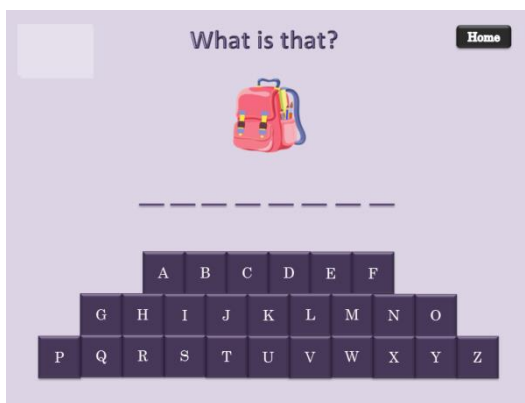
**Unit 1 Drill 4.2**



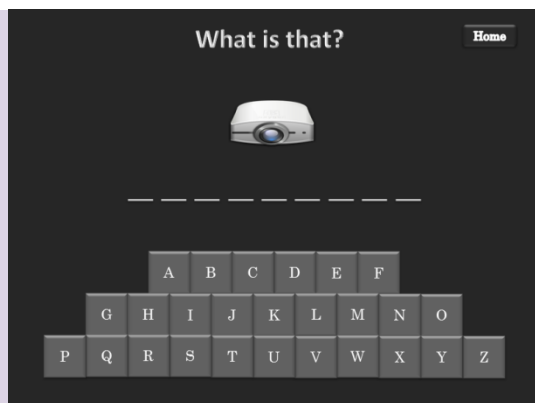
**Unit 1 Drill 5.1**



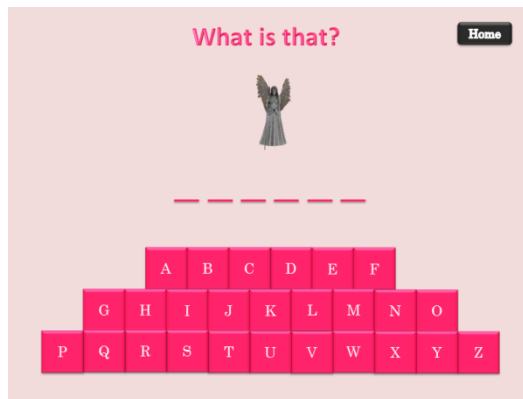
**Unit 1 Drill 5.2**



**Unit 1 Drill 5.3**



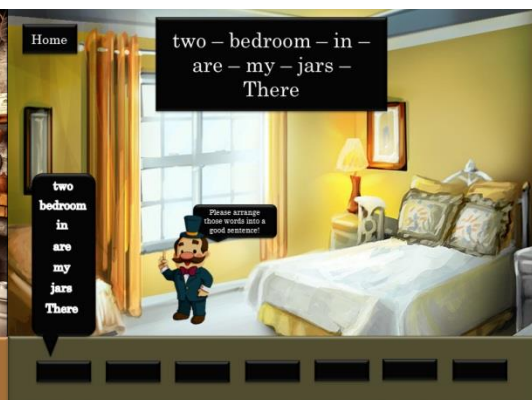
**Unit 1 Drill 5.4**



Unit 1 Drill 5.5



Unit 1 Drill 6.1



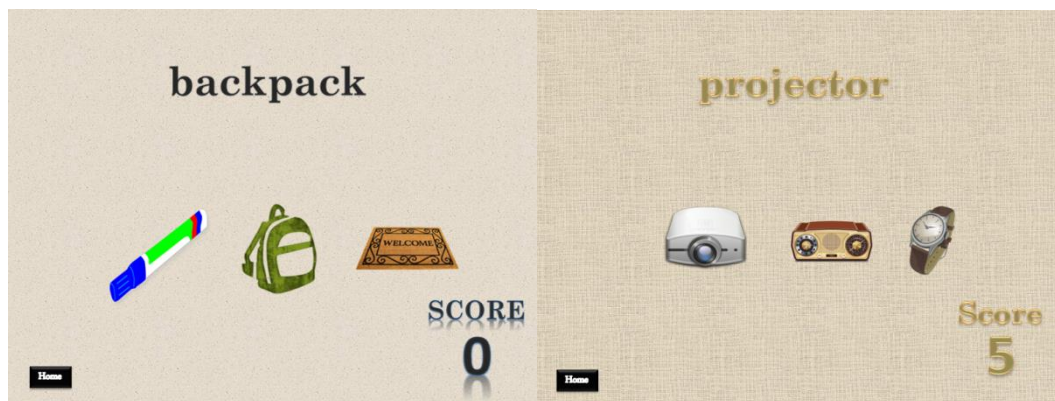
Unit 1 Drill 6.2



Unit 1 Drill 6.3

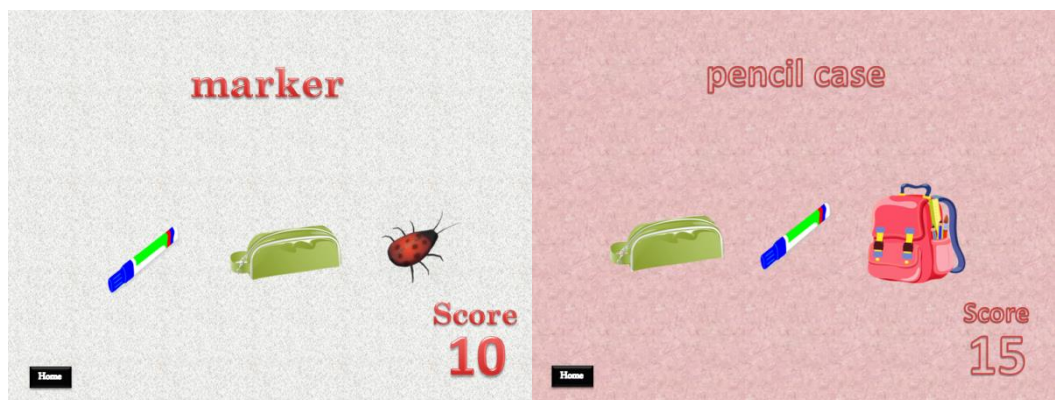


Unit 1 Drill 6.4



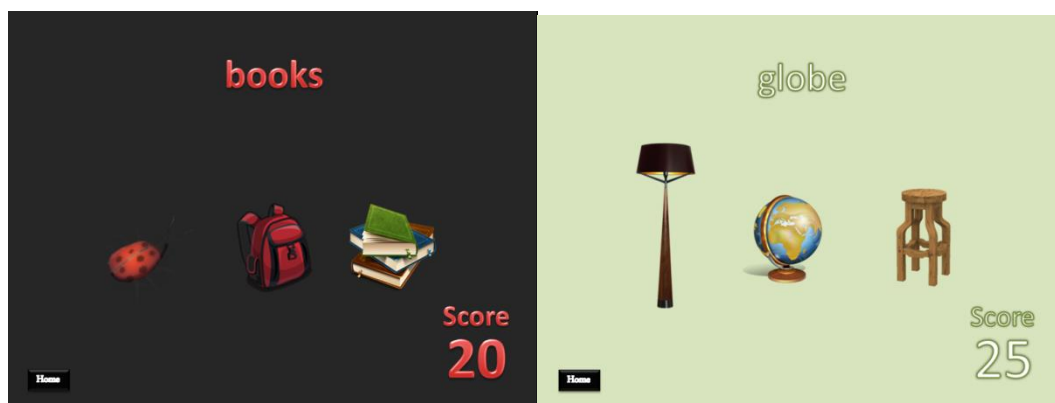
Unit 1 Evaluation 1

Unit 1 Evaluation 2



Unit 1 Evaluation 3

Unit 1 Evaluation 4



Unit 1 Evaluation 5

Unit 1 Evaluation 6



Unit 1 Evaluation 7



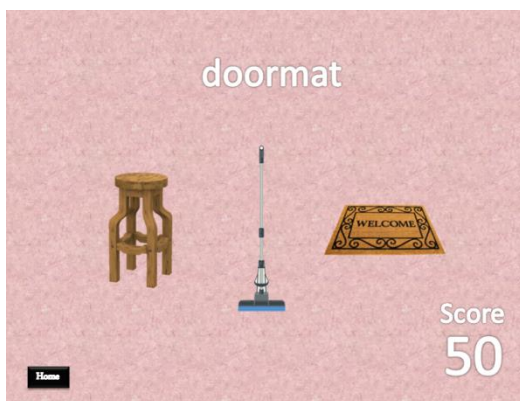
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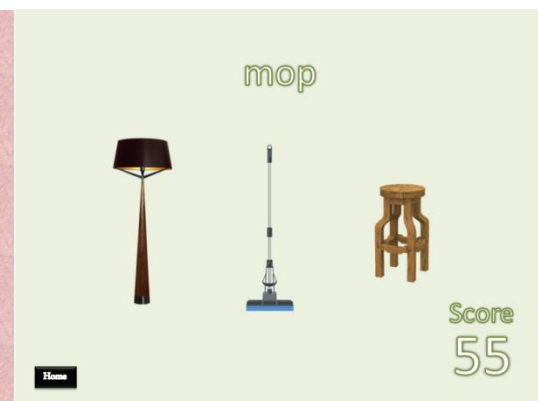
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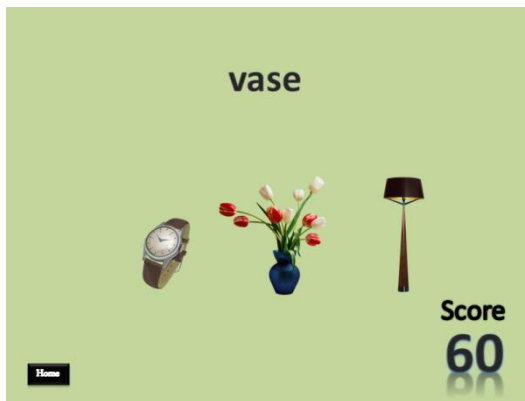
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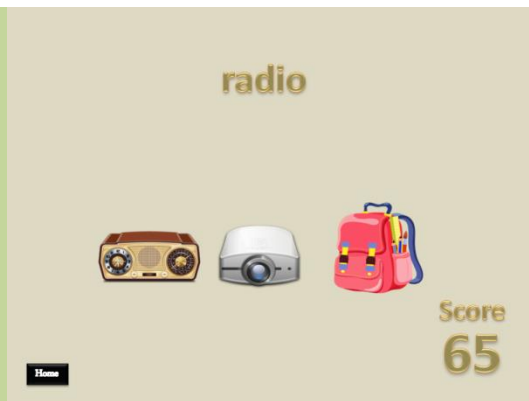
Unit 1 Evaluation 11



Unit 1 Evaluation 12



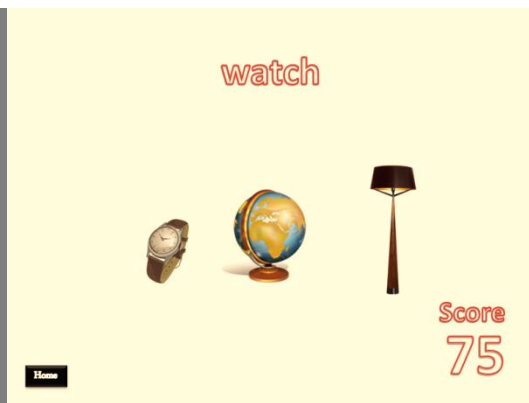
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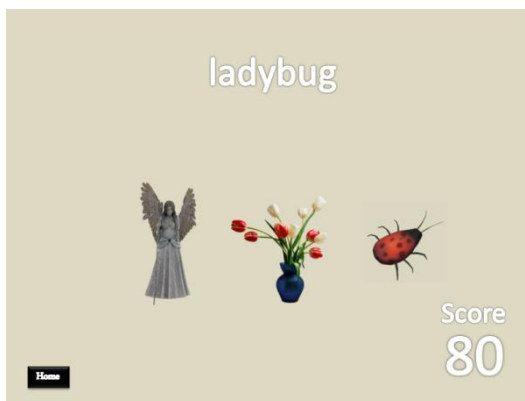
Unit 1 Evaluation 14



Unit 1 Evaluation 15



Unit 1 Evaluation 16



Unit 1 Evaluation 17



Unit 1 Evaluation 18



Unit 1 Evaluation 19



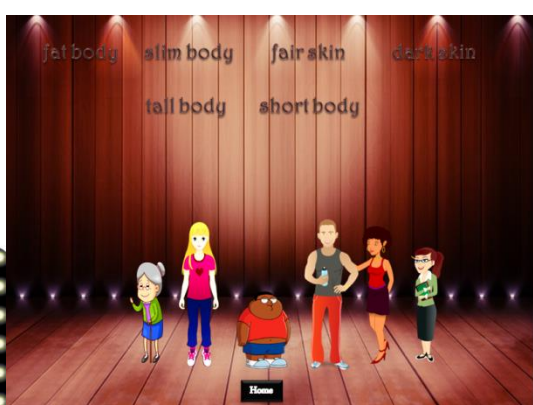
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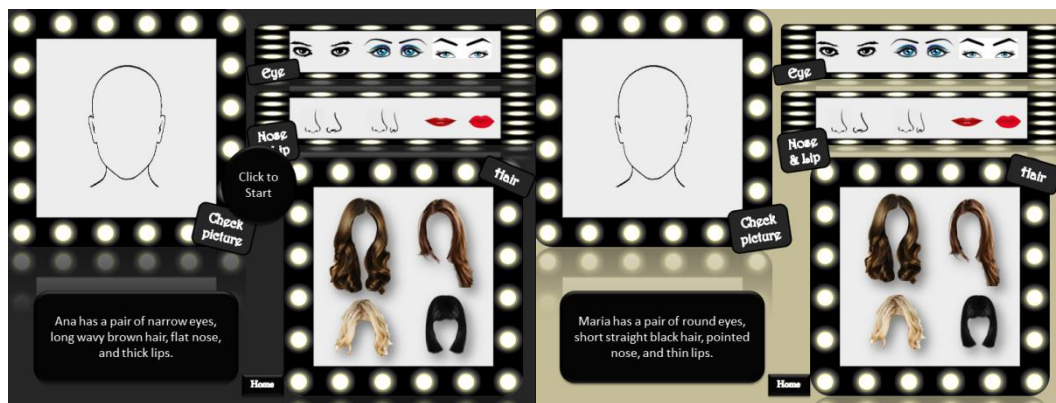
Unit 2 Home



Unit 2 Input 1



Unit 2 Input 2





Unit 2 Drill 2.1



Unit 2 Drill 2.2



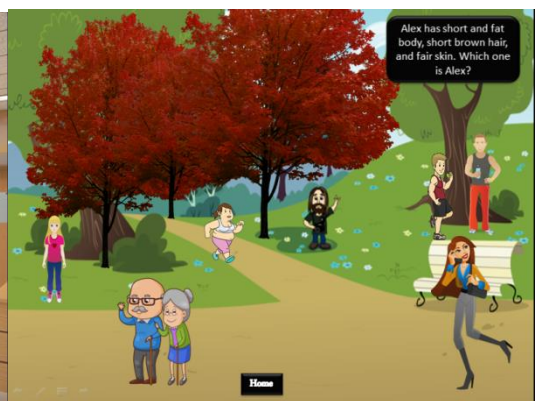
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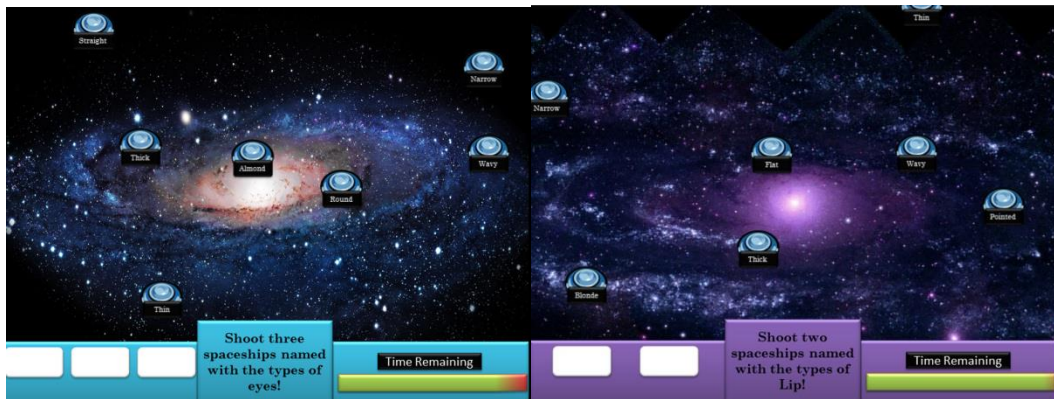
Unit 2 Drill 2.4



Unit 2 Drill 2.5

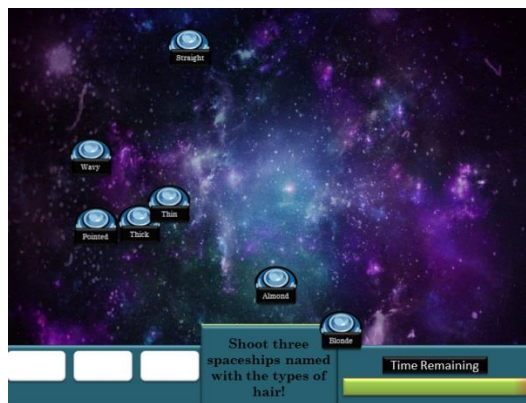


Unit 2 Drill 2.6

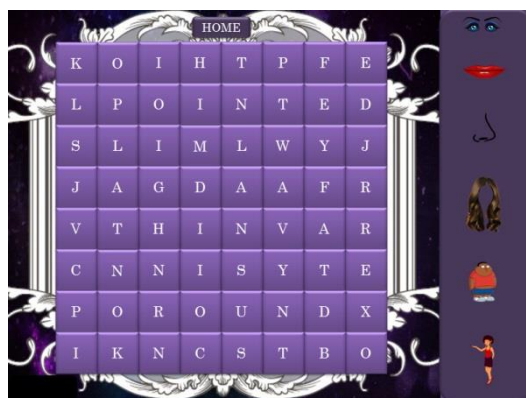


**Unit 2 Drill 3.1**

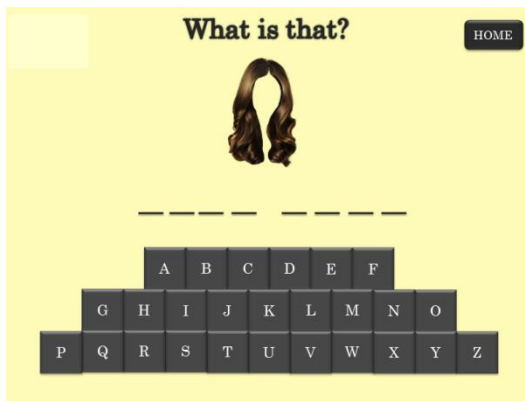
**Unit 2 Drill 3.2**



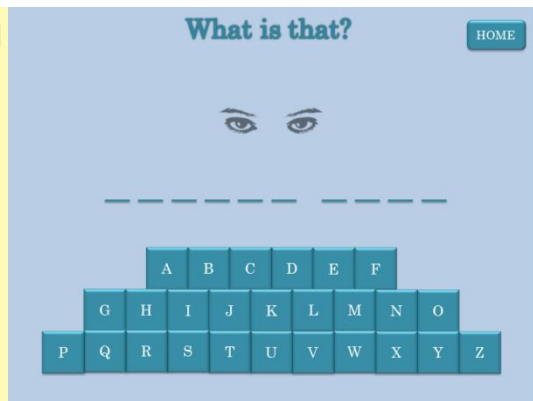
**Unit 2 Drill 3.3**



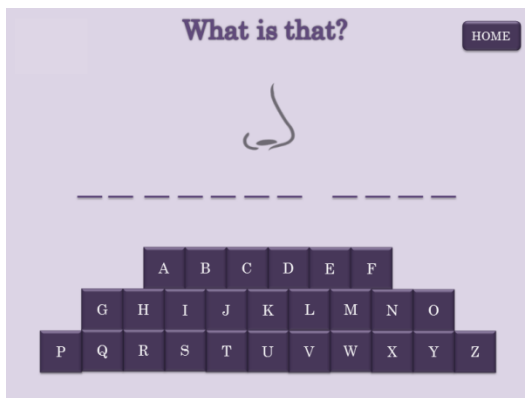
**Unit 2 Drill 4.1**



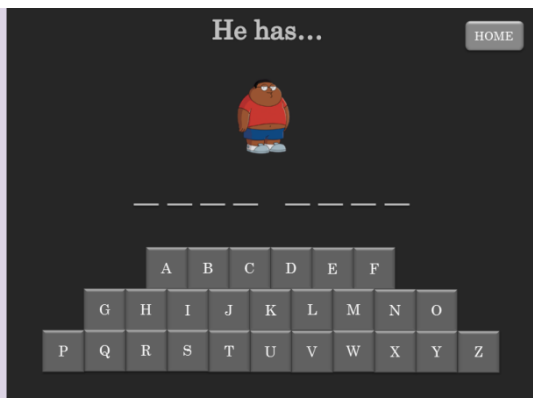
**Unit 2 Drill 5.1**



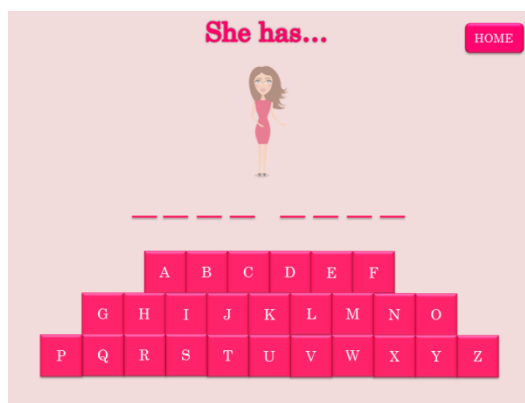
**Unit 2 Drill 5.2**



**Unit 2 Drill 5.3**



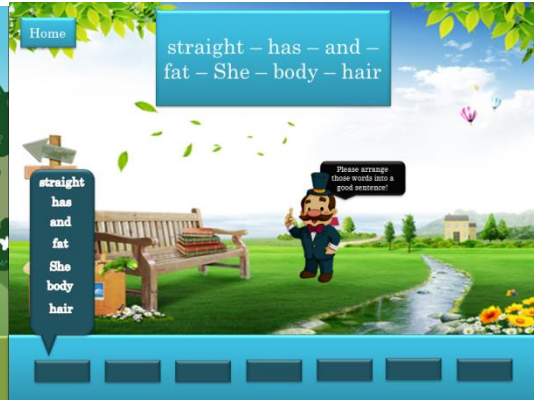
**Unit 2 Drill 5.4**



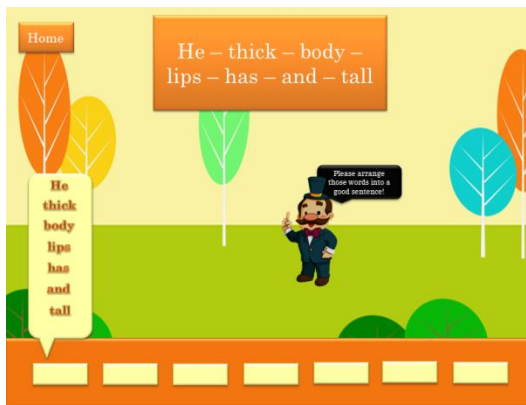
**Unit 2 Drill 5.5**



Unit 2 Drill 6.1



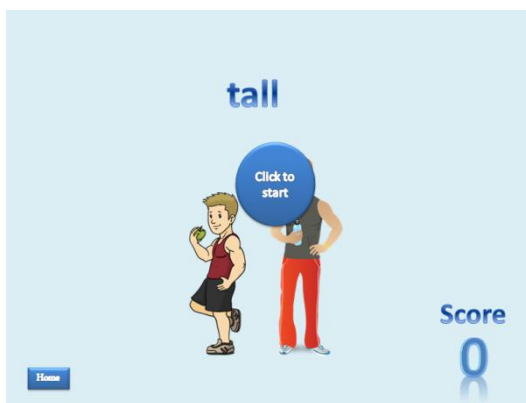
Unit 2 Drill 6.2



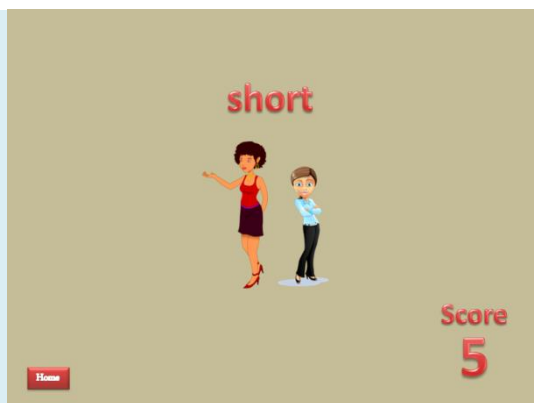
Unit 2 Drill 6.3



Unit 2 Drill 6.4



Unit 2 Evaluation 1



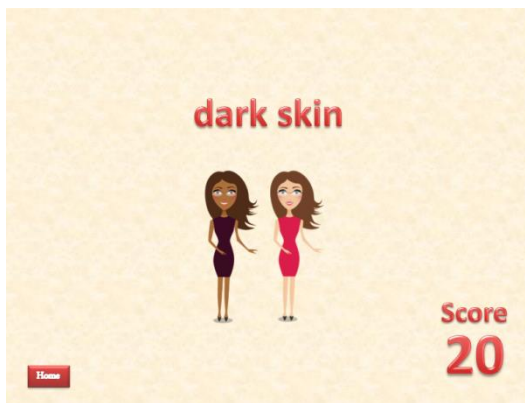
Unit 2 Evaluation 2



Unit 2 Evaluation 3



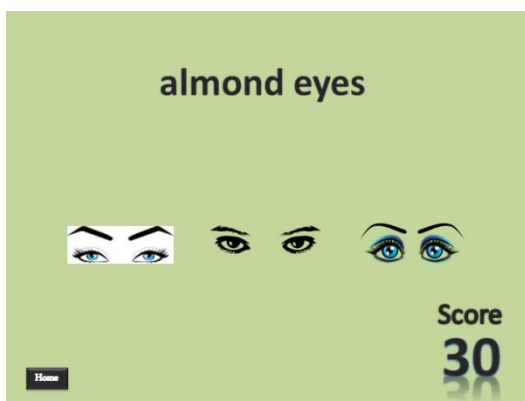
Unit 2 Evaluation 4



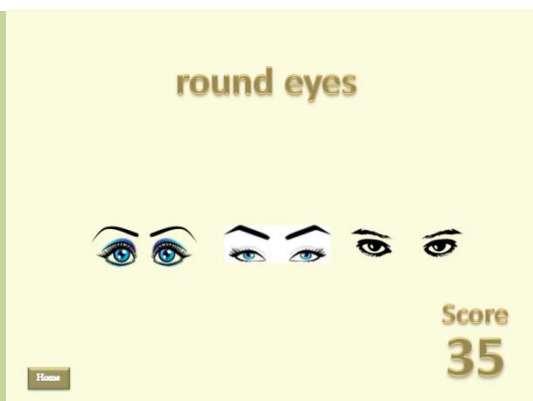
Unit 2 Evaluation 5



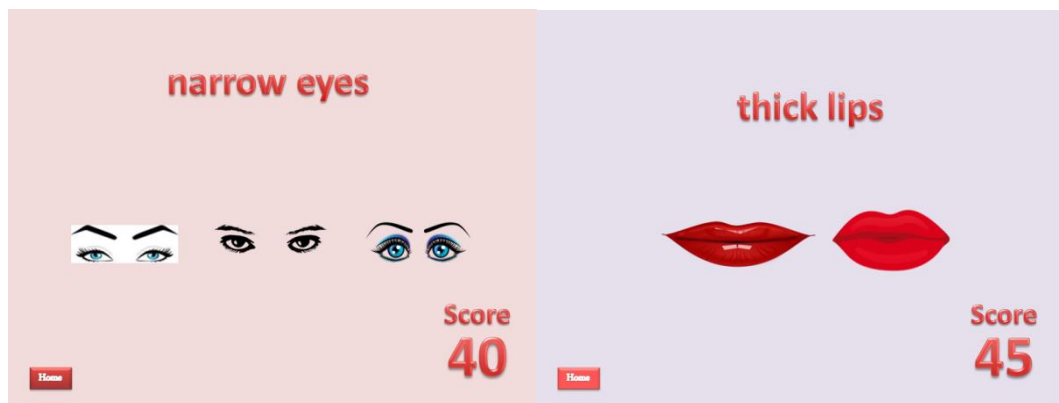
Unit 2 Evaluation 6



Unit 2 Evaluation 7

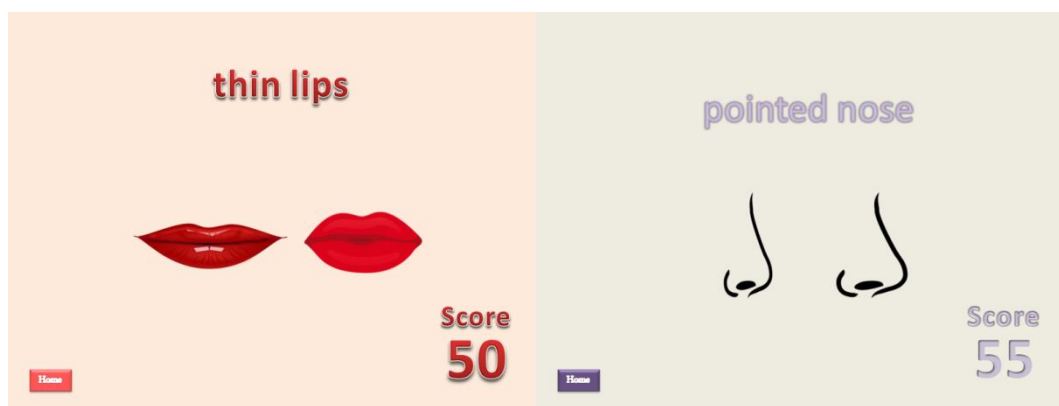


Unit 2 Evaluation 8



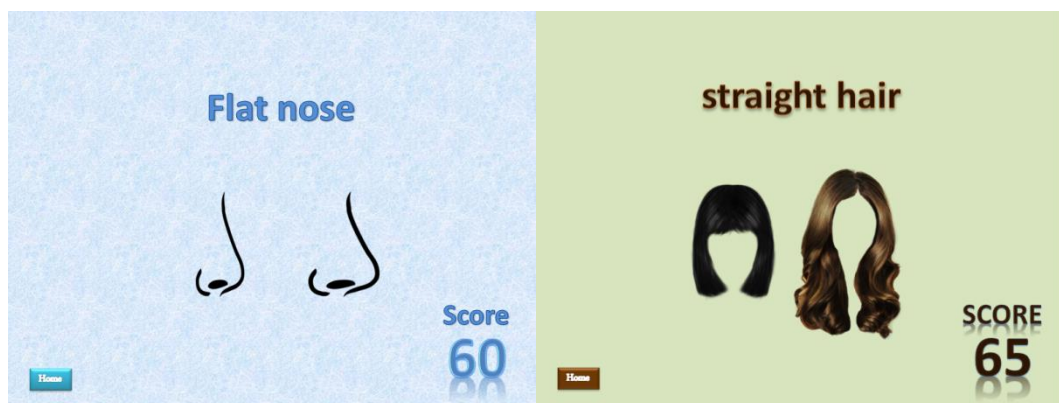
Unit 2 Evaluation 9

Unit 2 Evaluation 10



Unit 2 Evaluation 11

Unit 2 Evaluation 12

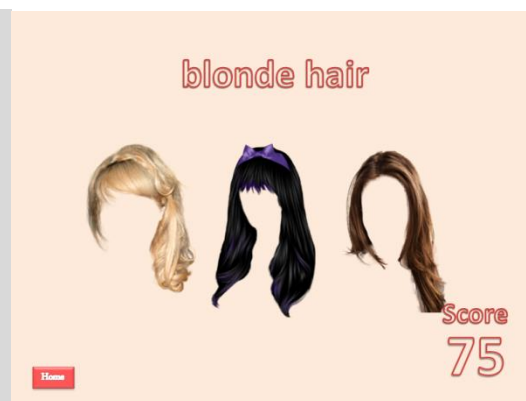


Unit 2 Evaluation 13

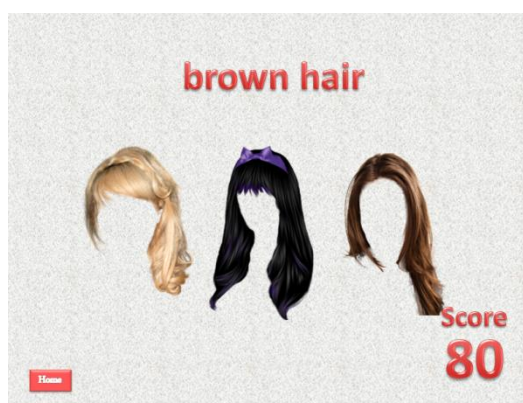
Unit 2 Evaluation 14



Unit 2 Evaluation 15



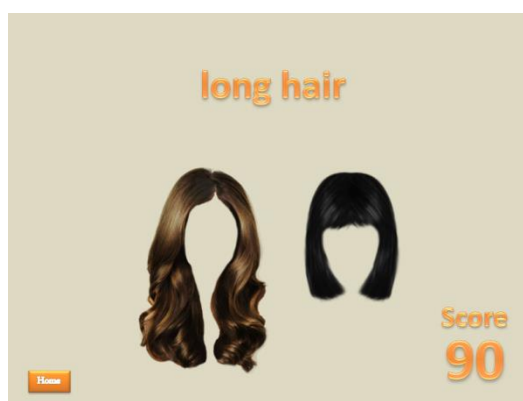
Unit 2 Evaluation 16



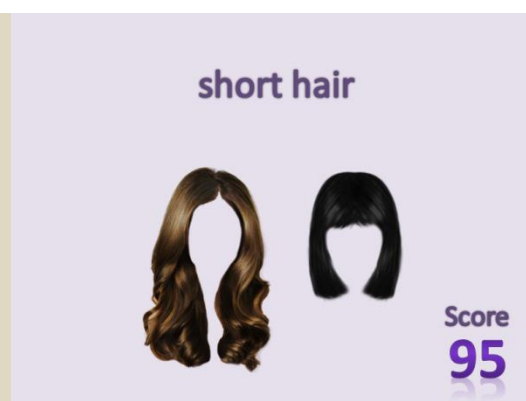
Unit 2 Evaluation 17



Unit 2 Evaluation 18



Unit 2 Evaluation 19



Unit 2 Evaluation 20



Unit 3 Home



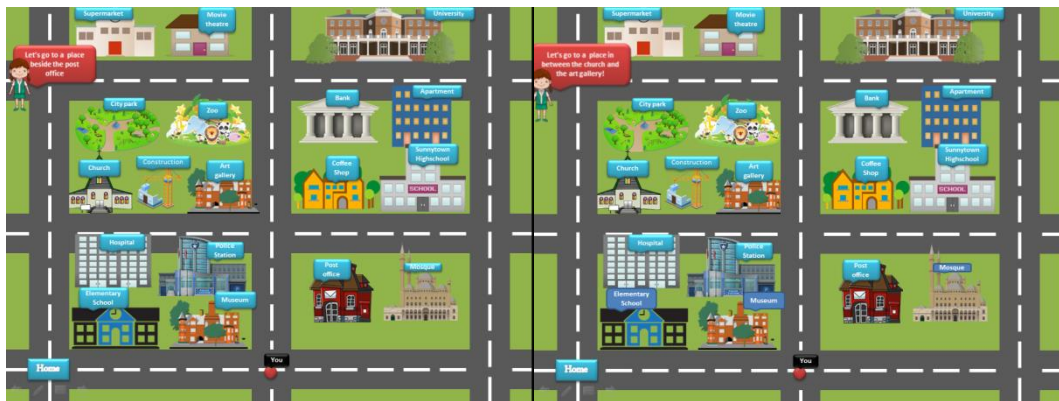
Unit 3 Input 1

Unit 3 Input 2



Unit 3 Drill 1.1

Unit 3 Drill 1.2



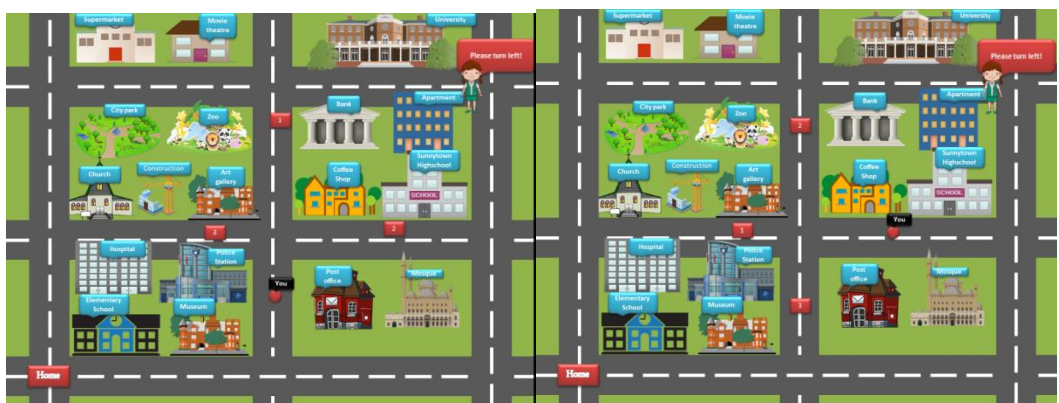
Unit 3 Drill 1.3

Unit 3 Drill 1.4



Unit 3 Drill 1.5

Unit 3 Drill 1.6



Unit 3 Drill 2.1

Unit 3 Drill 2.2



Unit 3 Drill 2.3

Unit 3 Drill 2.4



Unit 3 Drill 2.5



Unit 3 Drill 3.1

Unit 3 Drill 3.2

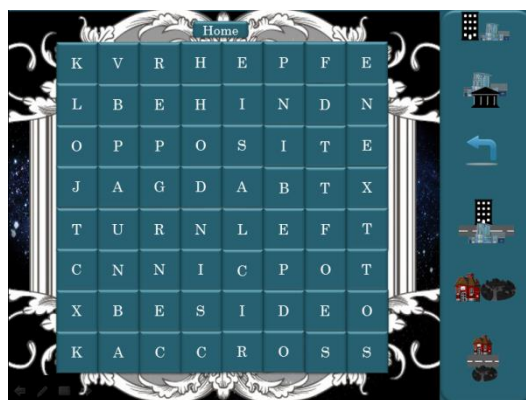


Unit 3 Drill 3.3

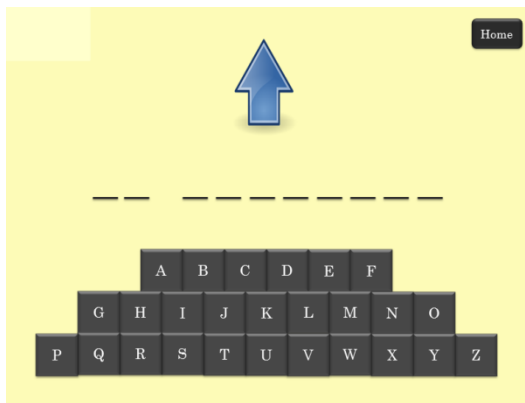
Unit 3 Drill 3.4



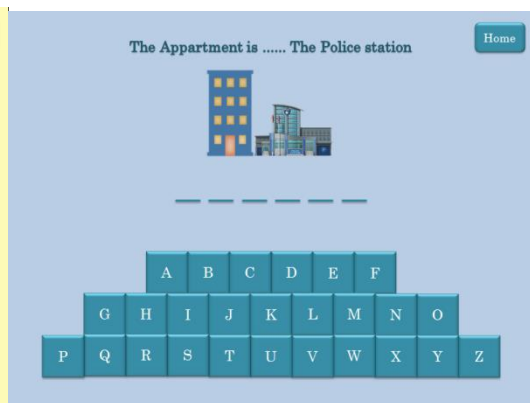
Unit 3 Drill 3.5



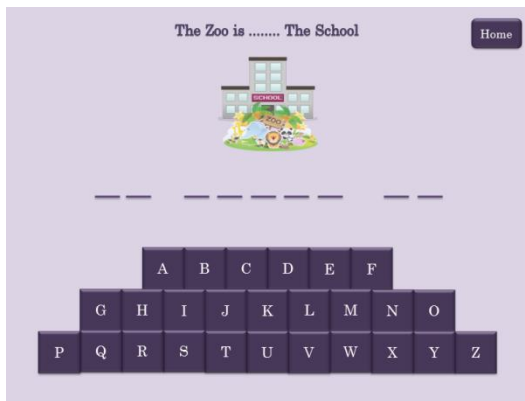
Unit 3 Drill 4.1



**Unit 3 Drill 5.1**



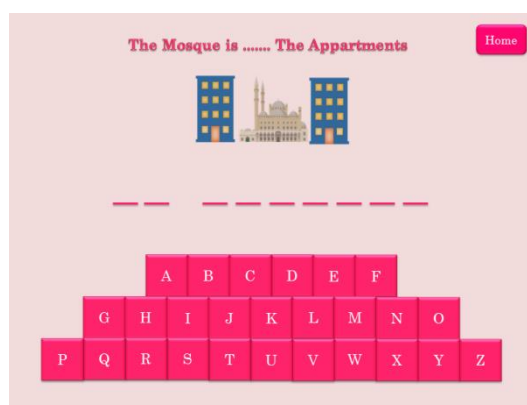
**Unit 3 Drill 5.2**



**Unit 3 Drill 5.3**



**Unit 3 Drill 5.4**



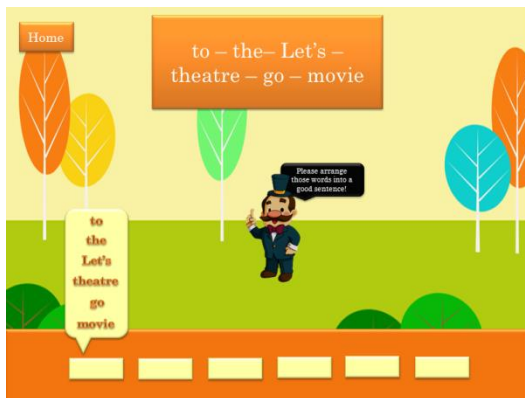
**Unit 3 Drill 5.5**



Unit 3 Drill 6.1



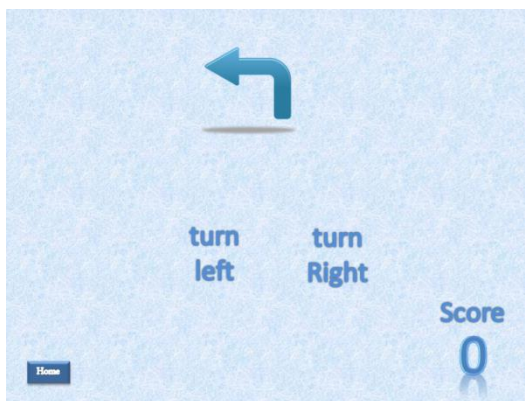
Unit 3 Drill 6.2



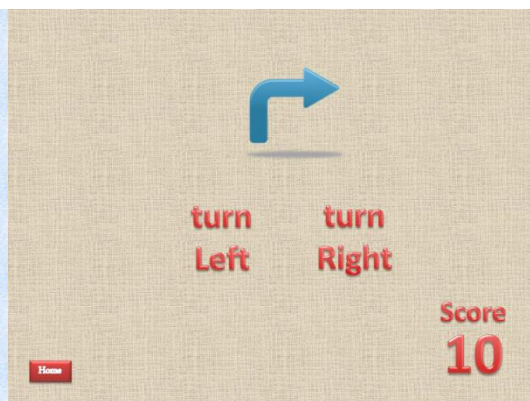
Unit 3 Drill 6.3



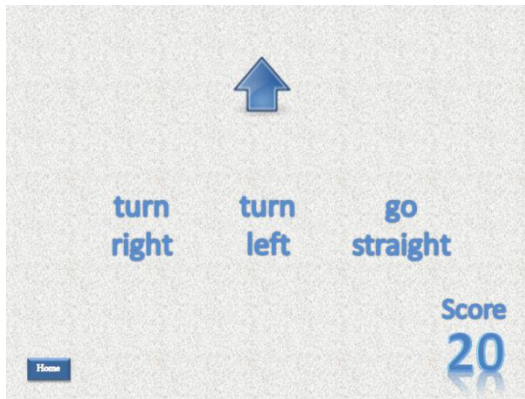
Unit 3 Drill 6.4



Unit 3 Evaluation 1



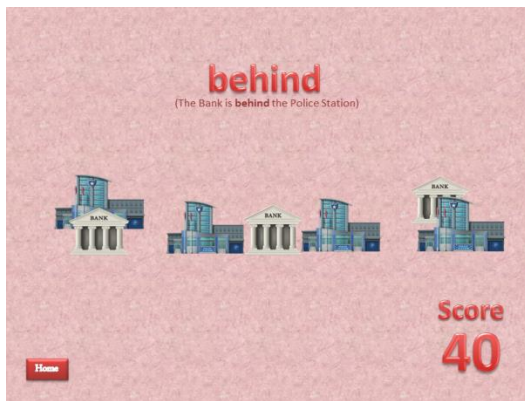
Unit 3 Evaluation 2



Unit 3 Evaluation 3



Unit 3 Evaluation 4



Unit 3 Evaluation 5



Unit 3 Evaluation 6



Unit 3 Evaluation 7



Unit 3 Evaluation 8



**Unit 3 Evaluation 9**



**Unit 3 Evaluation 10**

# APPENDIX F

## -Research Letters

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ari Purnawan, M.Pd., M.A.

NIP : 19710123200112 1 002

Institusi : Fakultas Bahasa dan Seni / Universitas Negeri Yogyakarta

menyatakan bahwa program *Vocabrilliant* sebagai hasil dari penelitian dengan judul *Developing Interactive Vocabulary Learning Multiimedia for Seventh Grade Student of SMP N 15 Yogyakarta* dari mahasiswa:

Nama : Ken Dite Asmarani

NIM : 11202241045

Telah siap/~~belum siap~~\* diujicobakan dengan menambahkan beberapa saran berikut:

memperbaiki soal-soal di  
naskah

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator



Ari Purnawan, M.Pd., M.A.

19710123200112 1 002

\*coret yang tidak perlu



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682

Fax (0274) 555241

E-MAIL : perizinan@jogjakota.go.id

HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

SURAT IZIN

NOMOR : 070/3250  
6205/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY  
Nomor : 1048c/UN.34.12/DT/X/2015

Tanggal : 13 Oktober 2015

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.  
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : KEN DITE ASMARANI  
No. Mhs/ NIM : 112002241045  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang Yogyakarta  
Penanggungjawab : Ashadi, Ed.D  
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INTERACTIVE VOCABULARY LEARNING MULTIMEDIA FOR SEVENTH GRADE STUDENTS OF SMP N 15 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta  
Waktu : 15 Oktober 2015 s/d 15 Januari 2016

Lampiran : Proposal dan Daftar Pertanyaan

Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan  
Pemegang Izin

KEN DITE ASMARANI

Dikeluarkan di : Yogyakarta  
Pada Tanggal : 16-10-2015

An. Kepala Dinas Perizinan  
Sekretaris



Drs. HARDONO

NIP. 195804101985031013

Tembusan Kepada :

Yth 1. Walikota Yogyakarta (sebagai laporan)