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Journal of English Language and Education (JELE), to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

PREFACE

The challenges in the educational field trigger the researchers in the attempt of improving the education quality in Indonesia particularly, dealing with the methods and media used as well as the sources. *Journal of English Language and Education (JELE) Vol.2, No.1* provides articles which share ideas that hopefully they can give contribution to the education betterment by its new findings. This journal contains seven articles concerning on English language teaching and literature. They are categorized into content analysis, English syllabus, English literature, and techniques to teach English that aims to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the idea towards this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, June 2016

Editor

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DESIGNING ENGLISH LEARNING INTERACTIVE MULTIMEDIA BASED ON THE 2013 CURRICULUM

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Abstract

The research aimed at designing English Learning Interactive Multimedia (ELIM) in SMAN 1 Sedayu based on the 2013 Curriculum. This was Research and Development (R&D) study using ADDIE model. There were five stages in conducting the research; (1) Analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation. This research involved 32 students of grade tenth of SMAN 1 Sedayu. To gain the Needs Analysis (NA), the researcher used observation, questionnaire, interview, and documentation. This researcher found a learning software program namely English Learning Interactive Multimedia (ELIM) based on the 2013 curriculum. It consists of two unit materials; 'Malin Kundang', and 'Let Us Sing a Song'. It was appropriate with the 2013 Curriculum and Needs Analysis based on (1) a media and content expert judgment from Mercu Buana University of Yogyakarta; (2) the Focus Group Discussion from English teacher and students of SMA N 1 Sedayu; (3) the results of pre-test and post-test in two cycles which showed an improvement. Based on the findings above, it is recommended for the further researcher to develop the designed ELIM become the appropriate media based on the needs and condition of the research setting.

Keywords: design, multimedia, english learning instruction, the 2013 curriculum

INTRODUCTION

In this early part of the 21st century, the range of technologies available for use in human life has become more varied. Nowadays, Information and Communication Technology (ICT) purpose in life seems to be friend, which is accompanying human in doing their task and work. Almost all aspects of life, both personal and professional lives, make use technology (Dudeny and Hockly, 2007: 5). The presence of ICT as the impact of globalization era also exists in Indonesia. It is proved by the number of the internet users in 2011 is 812 million people or represents about 12.7 % of the total population in the world (De Argeaz: 2011). Of course, this fact has brought positive impact in which

Indonesia as one of developing countries in Asia uses the ICT not only on communication and information technology but also on economic, trade, politics, education, and other aspects of life.

Based on the fact about the role existence of Information and Technology Communication (ICT), it also gives a new term in coloring the education development in Indonesia. Nowadays, administer, teacher and all of the education participant in Indonesia are faced with the demand of using technology in their field includes English Language Teaching (ELT). That trend was transforming as a pathway to the innovation in English language teaching including the teaching English for Senior High

School (SMA). Then, talking about English language teaching (ELT) cannot be separated from its goal. Through ELT, students can learn many things not only about knowledge but also about ability in using skills and attitude.

In line with the existence of the 2013 Curriculum as the newest curriculum that is applied in Indonesian education system, the 2013 curriculum brought an evolution that is emphasizing in some aspect such as attitude or moral value as the important part in building student's character. Surely those aims later can be seen from the student's achievement in ELT class. The achievement can be used as the visible image to know how far student's comprehension and performance in ELT class. Failure to achieve ELT performance and achievement index standard in the class is one of the problems frequently encountered in our Indonesian students. From the researcher's early observation, it was found that some reasons of unsatisfied achievement is caused by two factors namely internal and external. Internal factor came from students its self-such as the lack of student's motivation in learning English; whereas, the external factor is like less facilities available and English learning material from the school. The low effort of using and developing media also becomes one of external factor of students' unsatisfied achievement in ELT.

Teaching English in Senior High School (SMA) is one of challenges for all the education participants today. Although all of the term such as Information and Communication Technology

(ICT) has been gone to English Language Teaching (ELT) but the advantage of its existence in improving students' performance and motivation has not really been beneficial yet. This also happened in SMAN 1 Sedayu, a state school that is located in Sedayu, Bantul, Yogyakarta.

Based on the interview with English teacher of first grader of SMA N 1 Sedayu, the researcher found that the student's performance and motivation in learning English was still low. In the other words, it needed an improvement. The problems were present because the school was still using the conventional way in ELT. The only media used were only like printed book and simple pictures. From the observation too, there was no special media for student and teacher in English class. In fact, SMA N 1 Sedayu had complete facilities such as language laboratory, ICT laboratory, and liquid - crystal display (LCD) and the projector equipped every classes. On the interview, the teacher added that she commonly used the IT facilities only for showing presentation (PPT) and playing sound for listening. Therefore, it became reasonable for the researcher to design an appropriate media for connecting the use of ICT at ELT based on Multimedia.

The media would be purposed to help the teacher and students of the first graders of SMA N 1 Sedayu in ELT. The media was interactive multimedia, which contained English learning materials designed. Then, the media would be covered into the soft file English learning

program and package in the form of Compact Disc (CD). This media is combined among component such as text, graphic, photo, video, animation, music, narration, and it is can be as the representative interactive based on the syllabus and lesson plan. The advantage of multimedia interactive than others media is making possible students to learn individually. Interactive multimedia is also full of fun interaction and it create a focus more on students centered learning. Moreover, this interactive multimedia also enables students to learn outside of class hours because it is easy to bring everywhere.

Based on explanation above, this research was conducted to create the best solution of English language teaching (ELT) problem in the form of providing appropriate multimedia for the first graders of SMAN 1 Sedayu. This multimedia then was called as English Learning Interactive Multimedia (ELIM) based on the 2013 curriculum as the current applied curriculum.

METHOD

As this research study aimed at creating a new product, namely English Learning Multimedia which is called ELIM for SMA N 1 Sedayu, it was classified as Research and Development (R & D). According to Borg and Gall as cited by Sugiyono (2012:297) Research and Development (R&D) is a method that is used for creating, developing or validating a certain educational and learning product.

In this research, the researcher designed the product based on the 2013 Curriculum and needs analysis. This research applied ADDIE research procedure in creating the designed product which stands for Analysis, Design, Development, Implementation, and Evaluation. According to Anglada (in high and Kirna, 2010: 80) "model of ADDIE consists of five steps: 1) analyze 2) design, 3) development, 4) implementation, and 5) evaluation".

In the analysis phase, it has done a needs analysis which includes analysis of the characteristics of learners, learning process analysis, analysis of school facilities, and analysis of the material in accordance with competence.

After the analysis phase, the next stage is the Designing stage. This phase was carried out in accordance with the determination of the material characteristics of learners and the demands of syllabus competence based on the 2013 curriculum. At this stage, it has done also by collecting the teaching materials which was then compiled into a flowchart and storyboard. Then, it proceed with the production phase of media development. After designing the media, the next step was developing the media. This step was used for making real the designed material into the real multimedia instruction. This process involved some software in order to develop the materials agree with the flowchart and storyboard that have been made in the designing stage become ELIM.

The third step of ADDIE model was implementation. The implementation phase was done by conducting two cycles. The cycles were consisted of giving pre-test, treatment, and post-test. The purpose of the implementation phase was to know whether there was an improvement of using English for communication by using ELIM or not.

The last phase of ADDIE model is evaluation. In this step, the researcher examined the appropriateness of the designed product by some validations of product which include: a)

validation of products by experts including content expert, and media specialists, and b) validation from Forum Group Discussion.

The last phase of ADDIE model is evaluation. In this step, the researcher examined the appropriateness of the designed product by considering the result of the *pre-test and post-test* in each cycle, the result of observation during the implementation phase, and the result. After the ELIM was declared appropriate, thus the final product was claimed could be used at SMA N 1 Sedayu.



Figure 2.1 ADDIE model According to Anglada (in high and Kirna, 2010: 80)

To analyze the data from the evaluation step, the researcher employed the likert scale for expert judgment and FGD and computation of the pre-test and post-test in every cycle. Likert scale indicated responses of series of statement based on five points of agreements below:

- 1= Strongly Disagree,
- 2= Disagree,
- 3= Undecided,

- 4= Agree,
- 5= Strongly Agree

The researcher presented the result of questionnaire 2 for the ELIM design evaluation as follows:

Table 1. The description of the result of questionnaire 2

No	Statement	Point of Agreement				N	Central Tendency
		1	2	3	4		Mean

The formula to calculate the mean is stated as follows:

$$M = \frac{\sum x}{N}$$

where,

M = the mean

$\sum x$ = the sum of the score

N = the number of the research participant

The way to compare the test result must be based on standard computation of test. The most used formulas that is used in ELT and R&D are mean difference.

Mean different is a name of the formula to distinct or compare the differences test result between the pre-test and post-test. The formula is shown below:

$$M_x = \frac{\sum x}{n} \quad M_y = \frac{\sum y}{n}$$

where,

M_x = the mean of pre-test

$\sum x$ = the total score of pre-test

n = the number of the research participant

M_y = the mean of post-test

$\sum y$ = the total score of the post-test

FINDINGS AND DISCUSSION

Based on the discussion, it can be concluded that designing process of the English Learning Interactive Multimedia (ELIM) based on the 2013 curriculum was useful to clarify about the workflow steps of the program starting from the beginning to the end of the media was created, in order to get to the product produced. The design of ELIM through five stages in accordance with the stages of the Research and Development (RnD) model used is the ADDIE model. In the ADDIE models consists of five stages namely Analysis, Designing, Development, Implementation, and Evaluation.

The media was designed by considering the result of needs analysis. It was by distributing questionnaire, interviewing the English teacher and school principal, and conducting documentation to get the students' needs and learning needs especially in SMA N 1 Sedayu. The needs analysis resulted some aspects as follows:

Necessity	:	The students of SMAN 1 SEDAYU in general needed a new modern way of learning English which could covered their capability and interest in using technology. Besides, the teacher also needs to support the students' learning need and the demand of the 2013 curriculum in teaching and learning process.
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- Lack : SMAN 1 SEDAYU did not have any media program for the students and English teacher such kind of English software which can connect the students' interest to the equipment technology in school for supporting English teaching and learning process as one of the main applied lesson in the school.
- Want : SMAN 1 SEDAYU needed English software program such kind of English Learning Interactive Multimedia that could use as the additional helping in English teaching and learning process.
-

The Designing phase was to make flowcharts, storyboards, as well as collecting material in accordance with the purpose of learning. ELIM contained of two main topics material. They are Narrative and Simple Song. The material that had been developed was from recommendation book suggested the English teacher in the SMA N 1 Sedayu, Yogyakarta.

The Development phase was to make flowcharts, storyboards, as well as collecting material become real product in accordance with the purpose of learning, and the application of media to which the decomposition products based on storyboards and media scenarios that have been made. In this phase, the researcher also used some applications in order to mix all of the materials and the media element that had been collected into one unity program. The results of this research and development is learning multimedia program or ELIM. ELIM is in the form of a CD containing the exe file. *swf*.

The implementation was conducted in two cycles that every cycle consisted of two meetings. In the first cycle, the researcher implemented the first topic namely Narrative Malin Kundang and in the second cycle, he

implemented the second unit namely Let Us Sing Song. Every cycle had pre-test in the beginning, treatment and post-test in the end of the cycle. The treatment was conducted by distributing handout and or worksheet.

In order to find the appropriateness of the designed ELIM, the researcher used expert judgment statement, the focus group discussion result, and the computation between two means of pre-test and post-test of each cycle.

The Focus Group Discussion Statement

In this study, the researcher involved 3 people. There were two teachers and one chosen student of SMA N 1 Sedayu in the Focus Group Discussion (FGD). The first teacher was from English teacher, and the second one was from the principal of SMA N 1 Sedayu. The research involved them in the research process because they knew more about the condition of the school, and the students' need. They also would consider whether or not the designed ELIM was appropriate to the 2013 Curriculum and needs analysis. Here, the researcher interviewed and distributed questionnaire 2 to the English teacher, school principal, and the chosen student.

FGD was intended to measure the appropriateness of the Media with the needs and the format.

The Result of Cycles

As the researcher had discussed the implementation step before, he gave pre-test, treatment, and post-test in every cycle. In this section, he would discuss the result of mean difference between pre-test and post-test in each cycle.

a. Computation between the two means in pre-test and post-test

After getting all the scores of pre-test and post-test, the computation was made. The computation between two means was to find out the significant differences between pre-test and post-test conducted in cycle 1 and 2. The following formula was used to compute the means:

$$M_x = \frac{\sum x}{n} \quad M_y = \frac{\sum y}{n}$$

where, M_x = the mean of pre-test
 $\sum x$ = the total score of pre-test
 n = the number of the research participant
 M_y = the mean of post-test
 $\sum y$ = the total score of the post-test

The calculations were as follows:

1) Cycle 1

The mean score of pre-test

$$M_x = \frac{\sum x}{n} = \frac{1272}{32} = 39.75$$

The mean score of pre-test was 39.75 or 40

The mean score of post-test

$$M_y = \frac{\sum y}{n} = \frac{2537}{32} = 79.3437$$

The mean score of post-test was 79.3

2) Cycle 2

The mean score of pre-test

$$M_x = \frac{\sum x}{n} = \frac{1361.9}{32} = 42.559375$$

The mean score of pre-test was 42.5

The mean score of post-test

$$M_y = \frac{\sum y}{n} = \frac{1361.9}{32} = 81.23125$$

The mean score of post-test 2 was 81.23125 or 81.2

From the computation of the data in cycle 1 and cycle 2, it could be stated that there were a significant differences between mean of pre-test 1 and post-test 1 in cycle 1. Then, there were also significant differences between mean of pre-test 2 and post-test 2. Both of them showed the improvement. Therefore, it could be concluded that the understudied Media was appropriate with the learners. Here is the table and chart which shows the data of the mean pre-test and post-test in cycle 1 and cycle 2.

Based on the evaluation above, ELIM design was stated as applicable and acceptable as appropriate media by (1) the content expert judgment with 91% achievement; (2) the media expert judgment with 91.55 % achievement; (3) the English teacher with 90.75 % achievement;

(4) the student questionnaire 2 with 97.5 % achievement. (4) The result of pretest and posttest of two cycles, the pretest 1= 35, 30, posttest 1=79,50 and the pretest 2 = 41 and posttest 2 = 74.25. It can be concluded that the designed ELIM was appropriate to use for research subject. Then, ELIM was integrated in compact disc (CD), so it could be used as appropriate media for students in learning English at school as well as personally at home.

Expert's Judgment

Based on the expert judgment statement, the expert said that the designed Media was considered matched with the ADDIE, the 2013 Curriculum, and the needs analysis of research setting of SMA N 1 Sedayu. In this research, the expert's judgment refers to the following terms: 1) the media had matched with the characteristic of 2013 Curriculum; 2) the theory had fulfilled the needs analysis; 3) the result of treatments or cyclical implementation using handout and worksheet shows learning improvement.

CONCLUSION

Based on the research findings as written above, it can be concluded as follows. First, the English Learning Interactive Multimedia (ELIM) based on the 2013 Curriculum was considered acceptable to be used in the research setting. The acceptability can be seen from (a) a media and an expert Applied Linguistics English Language Teaching's judgment to evaluate whether or not the ELIM designed has been

matched with the theory of Needs Analysis, the 2013 Curriculum and syllabus design. The expert's judgment stated that the designed Media is appropriate with the 2013 Curriculum, needs analysis, and theory of multimedia design; (b) the Focus Group Discussion from English teacher and school principal of SMA N 1 Sedayu that stated the designed Media was recommended to be used in the research setting; (3) the researcher also implemented the designed Media by conducting pre-test and post-test. The mean difference between pre-test and post-test in cycle 1 and 2 showed that there was improvement by using the designed Media.

RECOMMENDATION

Students can use this media as well as possible to take advantage from this English Learning Interactive Multimedia (ELIM) results both inside and outside the learning process in the school./Making use of technology and internet is the best way to improve and help in learning English outside of the class.

This ELIM can be used as an alternative media in the English learning and teaching process. This media is also can make easier for students to learn. But keep in mind that this media is not the only media that can be used in the learning process. This media only as an intermediary between teachers and students to facilitate the delivery of material.

Suggestions for the principals of the development of this media is that the ELIM can be used as additions to the collection media

software of English learning in the school. In addition the school also needs to procure other instructional media required in the learning process of students. Not only as a collection but also as useful tool that can be use as the learning media in the learning process.

Suggestions for other researchers is that the results of the development of this ELIM can be used as motivation in organizing or conducting other studies more innovative, resulting in a medium even more useful for students and teachers.

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Submissions are invited in the following categories:

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