DEVELOPING PANORA-MED AS MEDIA FOR TEACHING DESCRIPTIVE TEXT WRITING AT SEVENTH GRADE STUDENTS

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Abstract

The study was aimed to develop a multimedia learning for the teaching and learning descriptive text writing at the seventh-grade students of SMPN 1 Sepauk called Panora-Med (Panoramic Media). The method of this research was the ADDIE (analyzing, designing, developing, implementation, and evaluation) model by Branch (2009) as the procedure to develop the multimedia. Nevertheless, the researcher only implemented three phases which were analyzing, designing, and developing (ADD). The multimedia functioned well and fulfilled all of the assessment criteria. Therefore, this study showed that Panora-Med learning multimedia is usable to ease the process of descriptive text learning. The completed product was accomplished by utilizing PowerPoint presentation. The activity in the Panora-Med learning multimedia is in the form of descriptive text writing activity which allowed the students to increase their knowledge of descriptive text writing. In conclusion, Panora-Med learning multimedia is usable to ease the teaching and learning process of descriptive text writing.

Keywords: Development research, Panora-med, Descriptive text writing, Multimedia

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INTRODUCTION

Writing is the skill that requires a lot of practice because it involves a cognitive activity. In the latest curriculum 2013 (K-13), the English lesson especially writing for junior high school is aimed to develop the students' communicative competences in spoken or written

language to reach the functional level. However, most of the students have not reached the functional level yet, especially in the target school of this research study which is located in SMP Negeri 1 Sepauk. The students still face difficulties in the writing lesson, particularly in descriptive text writing. When the English teacher asked the students to write a descriptive text, only a few of them who were really understand how to write it properly. The result of their assignment of writing descriptive text is not satisfying. Some of them have difficulties to deliver their ideas into written forms; others have difficulties in using grammar and structure of the descriptive text writing. Therefore, the researcher concludes that the students in SMP Negeri 1 Sepauk still have difficulty in writing descriptive texts.

In this century, the improvement of technologies has changed the teaching and learning of English subject. A lot of advantages can be resulted because of technology innovation such as a stimulating teaching method. The students get helps by the usage of technology to elaborate and study based on their concern. It has been extensively accepted for teaching English in the modern world. Nowadays, education has been advanced because of the usage of Computer Assisted Instruction (CAI) which is being used as an additional component in teaching and learning process. According to Rahimi & Pourshahbaz (2019), the expression of Computer-Assisted Language Learning (CALL) came into existence in early 1950s in the language learning. In addition, Rahimi & Purshahbaz (2019) stated "The term CALL, however, seems to be more prevalent among language experts especially after 1980s, although two basic weak points are often highlighted regarding this term: the use of computer as the only technology that can be integrated into language instruction and a focus on the learning" (p.2). As the computer and new educational technology were incorporated into language teaching in the twenty first century, there are many EFL students have engaged in operating integrative learning materials and educational technology such as learning management system, discussion forums, social networks and internet on a daily basis. Technology has been chosen to be the most resourceful tool for educational purposes. The integration between technology and teaching learning process should be built by the teacher in the school. At that point, teachers should follow and integrate technological developments in education.

A brand-new multimedia in teaching and learning is needed in order to catch up with technological developments in education field. According to Ivers & Barron (2002), multimedia is the use of several combinations of text, graphic, animation, video, and sound. In the other hand, Mishra & Sharma (2004) stated that multimedia is a catch-all phrase to describe the new wave of computer software that primarily deals with the provision of information and its component is characterized by the presence of text, pictures, sound, animation and video. In addition, Garrand (2006) defines multimedia as it is "Combination of many media into a single piece of work. Combining several media or modes of expression into a single integrated program or piece of work is one aspect of multimedia. Video, text, audio, and still pictures are all examples of different media or modes of expression" (p.4). There are some advantages of using multimedia in learning activities specifically in writing. According to Zhang (2016) there are some advantages of

multimedia in teaching and learning. Multimedia can arouse the students' interest by providing any kind of images, animation, and other effects, firmly grasping the students' interest. Therefore, it is able to stimulate the students to study English enthusiastically. Multimedia can also develop students' self-learning ability. The usage of multimedia offers a transition for students to learn from the outdated passive learning to the active state for a casual study. Additionally, multimedia can cultivate the students' innovative ability by providing unlimited resources; it can increase the classroom capacity.

According to the previous research, Jeong (2018) on his study found that using multimedia in the classroom can produce a real environment for language learning by means of stimulations, role plays, or class discussion. Jeong stated that auditory and visual stimulation can be obtained by the students. It is able to trigger their language input into the stable level knowledge and is also able to provide students with better possibilities of accomplishing integrated English for language skills. Furthermore, another research conducted by Gilakjani (2012) on her study found that multimedia is able to deliver an amount of information to the students for English learning purposes and it can accelerate the process of information. The researcher held an observation in the form of interview in SMP Negeri 1 Sepauk. The researcher interviewed the English teacher of seventh grade students. The English teacher pointed out that most of the students are still facing some difficulties in writing descriptive text. The main problem was mostly about getting the ideas and develops it into written form. The researcher identifies it was because of the teaching method, the teaching materials, and the teaching media, since the students only learn descriptive text in the classroom by using only a lesson book which the students feel it monotonous. Moreover, there are only conventional media to teach, for example a printed picture and some other props. The occurrence of notebook and LCD projector in the school is not fully optimized to deliver the materials.

Several researches about multimedia in English language teaching have been done. Most of the outcomes exposed that the students were able to develop a better skill by the use of multimedia in language learning. However, it can be considered as an imperative means in teaching and learning foreign language. Jeong (2018) in his study found that the subjects of the study delivered progressive feedbacks about their experience in learning English by using multimedia-assisted. The subjects found that multimedia-assisted in English learning activities and course learning materials as encouraging and engaging as well as informative. In addition, Sawangwan & Suwanarak (2018) in their study about multimedia computer-assisted to learn English writing revealed that almost all of the students get helped improving their English writing skills, although other students found it did not. Furthermore, this study was aimed to find a solution to assist students in SMP Negeri 1 Sepauk in learning writing skills, specifically in descriptive text by making use the benefits of technology in teaching and learning process. As a descriptive text is a text which can be found in students' daily life, the researcher thoughts that it is important for students to have a proper knowledge of descriptive text. In addition, the researcher found that the solution is by developing an appropriate learning multimedia of descriptive text writing.

Panoramic-Multimedia (*Panora-Med*) is one of the various models of multimedia that the researcher developed to support the seventh-grade students of SMP Negeri 1 Sepauk in descriptive text writing. *Panora-Med* is a multimedia that made by PowerPoint Presentation to support students' descriptive text writing skill with panoramic-pictures to ease the students to comprehend the materials and make the students' descriptive text writing activities more interesting and entertaining. The researcher developed proper materials for writing activity in the multimedia based on the curriculum and the syllabus.

RESEARCH METHOD

This research is conducted through development research design. The aim of the research is to develop descriptive text writing learning multimedia called *Panora-Med*. The research procedure followed the ADDIE design model proposed by Branch (2009, p.2) with some adaptation. Referring to Branch (2009), ADDIE consists of five which are Analyze, Design, Develop, Implement, and Evaluate. This concept was suitable to use as a procedure of producing learning products. Therefore, because of the time limitation, the researcher decided to apply on three phases; Analyze, Design, and Develop (ADD).

In the analyzing phase, there were two steps done. The first step was interviewing the English teacher of SMP Negeri 1 Sepauk. The interview is compulsory in order to get extended information about material preferences for the ideal learning multimedia which is appropriate with the teaching learning activities and condition. The result of this interview used as guidelines to develop the learning multimedia. The second step was analyzing the English textbook as the preference of the multimedia materials so that the multimedia aimed to be appropriate with the textbook by some adaptation. The researcher did a comparison between the objectives of the lesson book and the curriculum being used to find the gaps. The gaps are filled by developing descriptive text writing multimedia, which called *Panora-Med*.

In the design phase, the design was reflected on the interview result as the parameter to develop and manage the materials and the tasks. Extended materials have been inserted to make the activities completed. The researcher created a flowchart to draw the flow and sequence of the multimedia. In this phase, the researcher designed a criterion that includes the requirements of an appropriate multimedia in order to do an assessment in development phase. The researcher proposed some questions to the teacher about what aspect that should be included in the criterion. Referring to Branch (2009), the aim of the design phase is to validate the designed performances and suitable testing method whether it is already right or not. The multimedia can accomplish the learning objectives as expected. Therefore, design phase should be able to answer the question whether the learning multimedia designed is able to be applied to overcome the problem of this research.

In developing phase, the researcher made the first draft of the descriptive writing learning multimedia. There are three steps executed in this phase. The first step is gathering materials that needed, such as texts, pictures and animations. In order to get extended

input, textbooks, internet and other resources were adapted. After completing collecting the materials and other components, the next was adjusting them into a set of learning multimedia by using Microsoft PowerPoint presentation. After that, the last step of this phase is an assessment. In this research, an assessment defined as a standard to assess what is and is not working in the multimedia, and then to determine what changes are needed, particularly to advance equity and excellence goals by only the developer itself. While developing the multimedia, the researcher checked whether the multimedia meets the criteria that have been designed in the design phase or not. In the first assessment, the researcher reviewed and tested the multimedia if there were any features of the multimedia that do not meet the requirements from the criteria. The researcher asked four 9th semesters of English students to review the multimedia. The reviewers checked every feature in the multimedia. The researcher asked the reviewers which features that are needed to be fixed. Therefore, the researcher revised the multimedia based on what should be fixed from the criteria. In the end, if all the requirements were met, then the multimedia can be considered as usable.

RESULT AND DISCUSSION

Results

For the purpose of gathering information of writing activities, some data had been gathered by the researcher through an interview with the English teacher. Therefore, the interview results were; (1) The students found the writing activities were demanding and they feel unattractive. (2) The students need new learning media in order to improve their writing skill in descriptive text. (3) The Panora-Med learning multimedia will encourage the students in the descriptive text writing activities as a supplementary material. In summation, the researcher found that Panora-Med was needed in order to assist the teaching and learning process of descriptive text writing in grade seventh as the supplementary material.

The researcher designed this product to achieve the objective to assist the teaching and learning process of descriptive text writing in grade seventh of SMPN 1 Sepauk. The Panora-Med learning multimedia must complete the criteria in the analysing phase. The Panora-Med learning multimedia can be used in the teaching and learning process for supporting students' writing activities. Nevertheless, the materials of the multimedia should be strategically introduced during the teaching and learning process (Branch 2009).

In the design phase, the researcher created the materials in the multimedia that refer to the lesson book which students used. This phase was necessary because the teacher wants the contents in the multimedia associated to the lesson book. The Panora-Med learning multimedia has some navigation buttons that help the students to explore the material's sections easily so that they have their own control with their learning. In the first menu, the researcher presented a start menu by putting the title of the electronic presentation. The researcher also displayed the animated background to make the slide look interesting and by means to entertain the students as the user of the multimedia. Moreover, the

researcher put a suggestion of how to use the multimedia properly to both the students as the main user and the teacher as the facilitator.

There are three topic lessons in the multimedia, the topics are about animals, buildings and things. The topics of the Panora-Med multimedia are based on the syllabus of curriculum 2013. Each unit have activities and exercises. First activity is a true/false activity. The students have to choose true or false based on the statement. The second activity is filling the blank. There is a missing line a dialogue that the students should fill by clicking the right answers to fill the missing line of the statement. The last activity is an objective test. It is a writing test that the instructions were available on the multimedia but the answer would be literally written on the students' book that guided by the English teacher.

Furthermore, the teacher might use the multimedia for six meetings or more, depending on the teacher's way of teaching and depending to the syllabus and curriculum in the school. Essentially, the researcher created the multimedia in order to make a flexible teaching and learning material. For that reason, other teaching activities might be combined with this multimedia.

The researcher provided the school with this learning multimedia through software format, it can be also downloaded by the students to their own computer. Furthermore, because of the materials in the multimedia were general, the researcher hopes that Panora-Med learning multimedia would be useful to help the other English teacher in the future. Therefore, the software to develop the multimedia has been chosen by considering to the features of the software itself.

Microsoft PowerPoint 2010 was the chosen software. The software is able to produce a presentation that contains different kind of graphic that can be useful to present the materials. According to Fisher (2003), PowerPoint is a kind of presentation software that is able to display colored texts and images with a simple animation and sound. PowerPoint is a useful software that can produce an enhanced presentation, presenting ideas in a good visual. This software meant to supplement the presentation software, the text, object, graphics, video, sound and other object positioned in multiple individual pages called "slide". Each slide can be printed or displayed on the screen and can be navigated through the command of the presenter.

In developing phase, the researcher begun to create the multimedia by using Microsoft PowerPoint. The Panora-Med multimedia is available to be downloaded in this link; <http://bit.ly/panoramedmultimedia>. The "Google Drive" and "bit.ly" had been chosen as the download websites considering to the advantages of the link that these links are able to be shrunk into shorter links and it is easier to download the multimedia because the links are easy to consider of. Therefore, there are surely numbers of websites that can be used to upload the multimedia as such SlideShare, Mediafire, Dropbox, and Google Drive.

Nevertheless, the researcher chose Google Drive considering to the excess of this website that it can upload and download in the fastest speed compared to other websites.

Figure 1: Development Process

As shown in the figure above, the process of development started on developing the product by using the chosen software first. After get done developing the multimedia, the researcher observed whether the multimedia achieved the criterion or not. If the criterion and the multimedia were in line, then the researcher executed the multimedia with a small group of participants. The researcher gets helped by four 9th semester students of English Education Study Program as the reviewers. The reviewers were mostly commenting about the limited animations in the PowerPoint slides of Panora-Med learning multimedia. The other comments were about the graphics and the complexity of the exercises. Therefore, the researcher was conducting revision then based on all of the comments collected from the participants.

In developing phase, the researcher started to make the layout and theme for the multimedia. A background theme plays the most essential part that supports the whole information which is being displayed in the platform of presentation. Many background styles were provided in PowerPoint so that the researcher is able to choose one for the presentation. The researcher assumed that the chosen background theme would interest the students to cooperate as such to read, to do and to follow the information and the instruction being displayed in the Panora-Med learning multimedia.

Picture 1: The Theme Making

After finishing the layout and theme, the researcher decided to add some panoramic-pictures in cartoon and animations to the slide presentation to make the materials in the Panora-Med learning multimedia more entertaining and enjoyable to be learned by the students. The researcher believed that this has a visual aid to make the students became

comfortable while they learning by using the multimedia. The final design has been chosen by considering the suitability and the looks of the multimedia because it would stimulate the students during the learning period.

Picture 2: Menu of Panora-Med

After finished developing the multimedia, the researcher assessed the usability of the multimedia by doing an assessment. It means that by doing an assessment, it can be measured whether the multimedia fulfill the criteria or not. The researcher decided to do the assessment in the development phase because of the limitation of the research. In the first assessment, the researcher reviewed and tested the multimedia if there were any features of the multimedia that not meet the requirements from the criterion. The researcher asked four 9th semesters of English students to review the multimedia. The reviewers checked every feature in the multimedia. Based on the first assessment result, the researcher found that some of the buttons did not function well. There were also grammatical errors in the text of the materials. Bearing in mind that there were still some shortcomings of the learning multimedia, it means that the Panora-Med learning multimedia was not ready yet to be applied to support teaching and learning descriptive text writing. The researcher should do a revision to achieve all of the aspects of the criterion.

In the revision phase, the researcher fixed all of the buttons in the learning multimedia to make them all functioned well. The researcher also fixed the grammatical errors in the text of the materials in this revision phase. After finished the revision, the researcher came to a conclusion that each aspect of the criterion has been achieved. According to Vaughan (2011), it is essential to design labels for title screen, menus, and buttons by using words that have the most precise and powerful meanings to express what you need to say. This indicates that the Panora-Med learning multimedia is usable to help the teaching and learning process of descriptive text writing because the feature of the multimedia had met all of the criterion and aspects. Therefore, a formative revision of this product is considered to be not necessary anymore.

Discussion

The results of this research reveal that most of the students' objective in studying English was to do a communication by using English in daily activities. The students aim to be familiar with English texts. Panora-Med learning multimedia was made by offering some features, exercises and materials that able to ease the students in learning descriptive text

writing. The target users of the multimedia are the seventh-grade students of SMP Negeri 1 Sepauk. There are elements in the Panora-Med learning multimedia. The first element is text. According to Vaughan (2011), it is essential to design labels for title screen, menus, and buttons using words that have the most precise and powerful meanings to express what the users want to say. In relation to that statement, the Panora-Med learning multimedia provided title screen, menus and buttons that functioned suitably and clearly. A clear title screen could give a stress to what the materials are about to the students while the menus and the buttons could ease the students as the main users to navigate the multimedia.

The second element is graphic. The Panora-Med learning multimedia provided graphics that supported with panoramic pictures which are visible and clear. This is aligned with Ivers & Barron (2002) that refer graphic to image or any information in the computer that is presented via pictures, drawings, or paintings. Pictures could attract the students to participate more in the multimedia. In addition, pictures can also give a stress to what topic was being discussed. The third element is animation. The Panora-Med learning multimedia provided animations that are able to move to make the multimedia looks interesting and entertaining. Animations could also be the hook so that the users got interested to play a part. Regarding to that, Ivers & Barron (2002) define animation as graphic file that include movements or gestures.

There was a previous study that similar with this research. Sawangwan & Suwanarak (2018) did a study about multimedia computer-assisted to learn English writing. The study revealed that almost all of the students get helped improving their English writing skills. In this research, the researcher designed Panora-Med learning multimedia to specifically learn descriptive text writing. The Panora-Med learning multimedia consisted of text, panoramic picture, graphics and animation. This is in line with Mayer (2002, p.3) that stated "Multimedia learning consists of text, graphic, pictures, sounds and video".

Rendering to Mayer (2002), including the elements like texts, graphics and animations in Panora-Med learning multimedia is able to strengthen the multimedia to help improving students writing skills. However, there were some elements that not included in the multimedia, for example like sounds and video. In addition, the multimedia was also designed for individual using and not a collaborative one. Therefore, the points mentioned above can be considered as the weaknesses of the multimedia that the researcher hopes to be expanded by the other researchers and developers of descriptive text writing multimedia learning in the future.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings, the researcher sums the conclusion of the research. The conclusions are: (1) The Panora-Med learning multimedia as the result of this research is created to assist the teaching and learning process of descriptive text writing in grade

seventh. (2) The Panora-Med learning multimedia is usable to assist the teaching and learning process of descriptive text writing in grade seventh.

Suggestion

Based on the conclusions, the researcher addressed some suggestions that can be taken into further consideration. The following suggestions are: (1) Developing teaching and learning activities by using multimedia were suggested to the English teacher. (2) The students should understand on how to operate the multimedia. Accessing all of the materials in the multimedia are allowed. (3) Since this research was conducted in Junior High School especially at the seventh-grade students, it is suggested for other researchers to do a similar research in Senior High School either.

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