

DESIGNING THE P.A.T ALPHABET TO SUPPORT TEACHING WRITING DESCRIPTIVE TEXT

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Abstract: This research aims to design teaching materials by using PowerPoint Presentation to support teaching learning process of writing descriptive text about people, animal, and thing. The researcher took the topic based on the syllabus used in the school. The method of research is development research using ADDIE approach (Analyze, Design, Develop, Implement, and Evaluation) as the phases in designing the P.A.T Alphabet. The first three phases were used by researcher. The P.A.T Alphabet is a presentation application containing materials for teaching learning about descriptive text. The P.A.T Alphabet provides four main menus such as People(P), Animal(A), Thing(T), and Games. Each menu has different contents with full color layout, animation, and sounds. Assessment rubric of The P.A.T Alphabet contains 10 criteria with the result 34 points that indicate the application as Satisfactory. It means the application is acceptable for classroom use particularly in teaching learning the topic.

Keyword: Instructional, PowerPoint, ADDIE, Writing.

Abstrak: Penelitian ini bertujuan untuk merancang materi pembelajaran dengan menggunakan *PowerPoint Presentation* untuk mendukung proses belajar dan mengajar mengenai teks deskriptif tulis tentang orang, binatang, dan benda. Peneliti mengambil topik berdasarkan silabus yang digunakan oleh sekolah. Metode penelitiannya adalah penelitian pengembangan menggunakan pendekatan ADDIE (analisis, merancang, mengembangkan, mengimplementasikan, dan evaluasi) sebagai fase dalam merancang *The P.A.T Alphabet*. Tiga fase pertama adalah tiga fase yang digunakan oleh peneliti. *The P.A.T Alphabet* adalah sebuah aplikasi presentasi yang berisi materi-materi untuk belajar dan mengajar mengenai teks deskriptif. *The P.A.T Alphabet* menyediakan empat menu utama seperti *People (P)*, *Animal (A)*, *Thing (T)*, and *Games*. Setiap menu memiliki isi yang berbeda dengan tampilan penuh warna, animasi, dan suara. Rubrik penilaian dari *The P.A.T Alphabet* terdiri dari 10 kriteria dengan hasil 34 poin yang menunjukkan aplikasi tersebut memuaskan. Hal ini berarti aplikasi tersebut dapat diterima untuk penggunaan di dalam kelas terutama dalam pengajaran dan pembelajaran topik tersebut.

Kata Kunci: Instruksional, *PowerPoint*, ADDIE, Menulis.

Multimedia has become a part of human life nowadays. It gives many advantages for many aspects such as daily activity, social and politic, education, etc. In education world, providing multimedia in the classroom has become very important because it provides a complex multi-sensory experience, presenting information through text, graphics, images, audio, and video. Multimedia will provides students with opportunities to represent and express their prior knowledge, allow students to become designers in their learning process, using tools to access and interpret information, organize their personal knowledge, and represent what they know to others, engage students and provide valuable learning opportunities via applications, empower students to create and design rather than “absorbing representations created by others”, encourage deep reflective thinking, and create personally meaningful learning opportunities (Amine et al., 2012).

Teachers face many difficulties to present the language instructions, especially in teaching writing descriptive text about people, animal, and thing, PowerPoint as one of multimedia technology can be a helping hand in achieving the language instructions’ goals. According to Nouri & Shahid (2005), PowerPoint presentation has many impact to the EFL classrooms. First of all is that stimulate prior knowledge. Teachers have to find out what learners already know by asking questions during a presentation or by making connections. The second is gain attention. Use funny images or pictures, cartoons, colored and/or animated images, colored texts, can interact during the presentation. Then, the third impact is construct new knowledge. Give the students the chance to explore the new vocabulary to build sentences, and express their ideas. The fourth impact is provide feedback. Make sure that students understand the examples given. Whenever is possible give them the copy of the PowerPoint Presentation. The last impact is promote retention. The correct use of images, text, and transitions, facilitates the retention of new vocabulary.

Based on the researcher’s analysis and observation at SMPN 10 Pontianak, Indonesia, the topic of writing descriptive text about people, animal, and thing is one of the topics of the syllabus that need to be taught by the teacher. The process of learning the topic will help the students to understand about the description of people, animal, and thing around them and also to be able to create their own descriptive texts. On the other hand, the researcher found lack of materials causes some problems in the teaching learning process. For examples, the students become lack of motivation and getting hard in understanding the materials because the teacher mostly used a textbook in the teaching process.

The researcher decided to design a presentation application named *The P.A.T Alphabet* based on the importance of teaching and learning process of the topic and to overcome the problems above. *The P.A.T Alphabet* was designed by using PowerPoint Presentation application. It was used because it has many advantages as the researcher has mentioned above, easy to use and its features support the researcher in designing the materials, and the users can open this

application in every personal computer (PC) or laptop. Various audio, visual, and audio-visual features embedded in the use of PowerPoint Presentation can surely help a lot in making the ideas simple and easy to grasp for the EFL learners. It also helps in making EFL classroom highly interactive (Alkash & Al-Dersi, 2013). According to Amine et al. (2012), students will learn the material included in a presentation in much greater depth than in traditional writing projects. Many believe that using PowerPoint Presentations with students is a productive learning activity (Alster, 2002; Mason, & Hylnka, 1998). The explanation before shows that PowerPoint Presentation is suitable as multimedia to support the teacher and students in teaching and learning process of the topic.

METHOD

The researcher used an instructional design; ADDIE Approach by Branch. According to Branch (2009), there are the phases of Analyze, Design, Develop, Implement, and Evaluate (ADDIE). The first three phases of ADDIE Approach were used in conducting this research. The research was conducted at a junior high school in Pontianak, Indonesia and the participants were the seventh grade students of Class A and the English teacher. There are also tools of data collecting in conducting this research.

Tools of Data Collecting

There are four tools of data collecting that used in conducting this research. They are interview, questioner, documentation, and assessment rubric. The interview was used in analyze phase to know about the teacher needs or problems in teaching writing descriptive text from the informant. The informant here is the English teacher.

A questioner is used to do an analysis of the needs and problems from the students' sides. The researcher was used the questioner in analysis phase to know about students' needs and problems in learning descriptive text. To get the data, the researcher chooses seventh grade students of class A to fulfill the questioner.

Furthermore, documentation is used as a technique in designing phase. It was used to select and collect the materials, pictures and sounds. Afterward, the researcher starts designing *The P.A.T Alphabet* by using PowerPoint and also considers about the layout, color, and animation that will be provided in the multimedia.

The researcher provided an assessment rubric after the full version of *The P.A.T Alphabet* has finished. Assessment rubric was used in develop phase to validate *The P.A.T Alphabet* by the expert to see whether it is usable and appropriate to support the learning of writing descriptive text or not.

FINDINGS AND DISCUSSION

Findings

Analysis Phase

Analysis phase was used by the researcher to find out the background of the students and the teacher and also their problems and needs. It is important to determine whether the product that was created by the researcher is appropriate or

not. In the analysis phase, the researcher interviewed an English teacher that teaches seventh grade students and also gave questioners to the students to gain the information. The information contained analysis of the students and the teacher condition, analysis of the school condition, and the analysis of the teacher's and students' capabilities toward ICT.

First of all, the analysis of the students and teacher condition. The researcher found on the answer sheets of the students' questioner that the students have a great enthusiasm in learning English by using a media or multimedia. For example, 32 of 36 students have answered yes that they like learning English by using a media or multimedia. In fact, the learning enthusiasm was not really supported by the way the teacher taught them. There are several factors which caused students' lack of motivation in learning English. First, the teaching and learning process were mostly done by lecturing and ask the students to give some examples. Second, the students were lack of vocabulary and cannot differentiate between noun and adjective words. The learning process became more uninteresting because lack of materials. The teacher only used a textbook to teach the students and sometimes used a media or multimedia. Second, the analysis of the school condition. There are many middle schools in Pontianak and SMPN 10 Pontianak is one of them which was aware of the importance of quality in education to the students. In order to improve the quality of the education on the students, the school provides the facilities for teaching and learning process such as LCD projector and sound system are available and working properly even though those facilities are in portable function. The last is analysis of the teacher's and students' capabilities toward ICT. In the result of teacher's interview and students' questioners, the researcher found that the teacher and 100% of the students are able to operate computer. The teacher usually uses the computer to do her work at home. Then, the students has an ICT subject at the school. In terms of operating an application or a software, the teacher and students already have enough knowledge, information and ability to operate some programs on their computers or mobile phone, such as Microsoft office, Microsoft PowerPoint, games, audio player, and video player. Therefore, this basic ability will be a helping hand in operating multimedia application.

Design Phase

In designing phase, the researcher selected and collected the appropriate materials of descriptive text, pictures, and sounds and then evaluated all of them. At last the researcher designed the first draft of the P.A.T Alphabet based on the selected materials, pictures, and sounds.

1. Selected and Collected the Appropriate Materials, Pictures, and Sounds

In this part, the researcher selected and collected the appropriate materials, pictures, and sounds. First of all is selected and collected the appropriate materials. Based on 2013 Curriculum and the syllabus, the topic of descriptive text about people, animal, and thing for seventh grade students is taught at the second semester. The topic is "*text descriptive tulis tentang orang, binatang, dan benda*". It was used in designing the materials that will be provided in *The P.A.T Alphabet*.

In the P.A.T Alphabet, there are P (People), A (Animal), and T (Thing) menus. The materials of descriptive text was provided in each of the menus. The subtopic of “*deskriptif teks tulis tentang orang*” was provided in P (People) menu. Next, the subtopic of “*teks deskriptif tulis tentang binatang*” was provided in A (Animal) menu. Then, the subtopic of “*teks deskriptif tulis tentang benda*” was provided in T (Thing) menu. Furthermore, alphabet is the letter from A to Z. the materials of descriptive text was provided in each of the alphabet from A to Z. The researcher divided the alphabet into three parts such as A to H, I to P, and Q to Z. The materials about “*teks deskriptif tentang orang*” was provided in A to H alphabet. Next, the materials about “*teks deskriptif tentang binatang*” was provided in I to P alphabet. Then, the materials about “*teks deskriptif tentang benda*” was provided in Q to Z alphabet.

A to H alphabet are for Aunt, Brother, Cousin, Doctor, Engineer, Father, Grandfather, and Housewife. Furthermore, I to P are for Insect, Jackrabbit, Kitten, Lizard, Monkey, Newt, Owl, and Pigeon. Then, Q to Z are for Quad bike, Ring, Shoes, Table, Uniform, Van, Water, Xylophone, Yard, and Zoo. At last, the selected and collected materials are evaluated by the researcher to make sure that all of the materials were appropriate and suitable for the students.

The researcher has provided the examples of descriptive text that used to support the teaching and learning of the topic. In brief, the examples of the descriptive text were provided in the texts below.

(Descriptive text about people)

A – Aunt

I have an aunt. Her name is Rosa. She lives in Pontianak with her husband and a daughter. She works as a teacher at an elementary school.

My aunt is kind and smart. Her hair is short. She likes wearing a skirt. My aunt is as white as chalk. She always give me a gift on my birthday. I love her so much.

(Descriptive text about Animal)

I – Insect

There are many kinds of insect. For examples, dragonfly, fly, and mosquito. Some of them can fly. Each insects have different color, for examples black and blue. They can live everywhere.

A mosquito is an insect. It is small and can fly. A mosquito can bite and take our blood. We need to be careful of some kinds of insect like mosquitos.

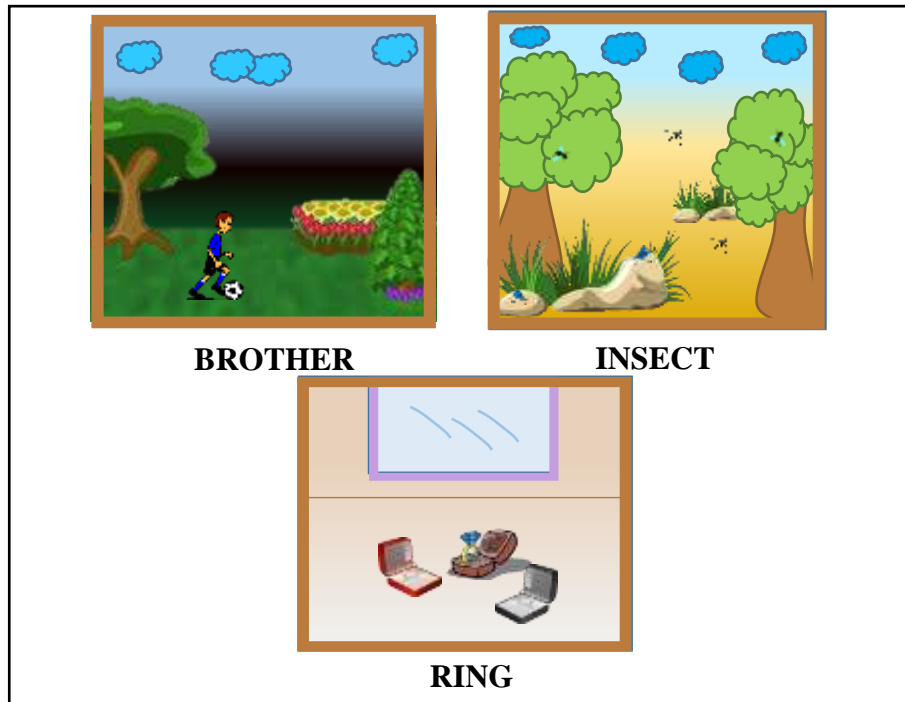
(Descriptive text about Thing)

Q – Quad bike

Andi has a quad bike. His father gave it to him on his 15th birthday. Andi likes to ride the quad bike at the field beside his house.

A quad bike is a small vehicle. It has four tyres. It can move quickly. It rides by one person. We need to be careful in riding a quad bike.

Then, the researcher has selected and collected the appropriate pictures. Pictures were provided to support the descriptive texts that has created by the researcher. The pictures were took automatically from the PowerPoint Presentation of insert pictures online tool then the researcher added some shapes to make the pictures more interesting. In brief, the examples of the pictures that provided in the application was provided in the boxes below.



The last is selected and collected the appropriate sounds. Sounds were provided to support the contents inside the P.A.T Alphabet. The sounds were took from Google Translate website. The researcher provided vocabulary that collected from the descriptive text itself. On each of the words, there are sounds that provided by the researcher. So, when the students click on the words, they could hear the sounds of the words automatically.

2. The First Draft of The P.A.T Alphabet

The researcher started to design the first draft of the multimedia learning by using PowerPoint Presentation application. The multimedia learning which was designed by the researcher named *The P.A.T Alphabet*. It consists of the title and main menus which have their own contents and functions. They are People (P), Animal (A), Thing (T), and Games menus. The People (P), Animal (A), Thing (T) menus consist of texts, pictures, vocabulary, and sounds and the games menu consist of three games such as Find and Click, Reorder the Words, and Picture and Sentence. In brief, the first draft of *The P.A.T Alphabet* was provided by the researcher below.



Picture 1. The Title



Picture 2. Main Menu



Picture 3. People Menu



Picture 4. Animal Menu



Picture 5. Thing Menu



Picture 6. Games

Development Phase

In development phase, the application was developed by the researcher based on the materials, pictures, and sounds as the content that had been selected and collected. The materials of the application were suited based on the learning objectives in the syllabus. The application development is started from the layout as the interface of the application. Colorful, animated, attractive and interesting layout is needed to develop by the researcher to attract the students' interest.

The researcher needed to develop some elements which were provided in the application such as the layout, colors, menu icons, and contents. To develop all of the elements, the researcher used the tools that had been provided inside the PowerPoint Presentation application. The researcher also added some additional elements such as inserting sounds, animations effect and pictures which had been collected to support the content inside the application. Pictures are added automatically through Insert Pictures Online tool. Then, the researcher collected the sounds from google translate website. To support the effectiveness of the application in attract students' attention and interest in learning the language, these elements were added into the application.



Picture 7. Title

At the first section, there is the title of the application. It aimed to inform the user about the name of the application which they used.



Picture 8. Main menu

The second section is main menu. It provided four menus which has different contents. They are P: People, A: Animal, T: Thing, and Games Menu. In this part, the users only need to click the menu that they are going to learn. To make the background more interesting for the users, the researcher created the layout just look like the capture of a front of a class which has a board, a vas, a picture, and also the floor of the class. In addition, the researcher also added a music background in this section.



Picture 9. P (People) Menu

First menu is P (People) Menu. It provided eight submenus. These submenus are A (Aunt), B (Brother), C (Cousin), D (Doctor), E (Engineer), F (Father), G (Grandfather), and H (Housewife). These submenus were developed to support the teaching and learning about descriptive text about people.



Picture 10 A (Animal) Menu

The second menu is A: Animal menu. It provided eight submenus. They are I (Insect), J (Jackrabbit), K (Kitten), L (Lizard), M (Monkey), N (Newt), O

(Owl), and P (Pigeon). These submenus were developed to support the teaching and learning about descriptive text about animal.



Picture 11 T (Thing) Menu

The third menu is T: Thing Menu. It provide ten submenus. They are Q (Quad bike), R (Ring), S (Shoes), T (Table), U (Uniform), V (Van), W (Water), X (Xylophone), Y (Yard), and Z (Zoo). These submenus were developed to support the teaching and learning about descriptive text about thing.



Picture 12. Games

The fourth menu is Games. It provided three different types of game. They are Find and Click, Reorder the Words, and Picture and Sentence. The games are used as the exercises in addition to know whether the students have mastered or not about the topic that had been learned. The researcher also provided sounds inside the games to support the contents of the game and animation effect.



Picture 13. Additional Menus

On the picture, the additional menus were in the part that has a circle. There are three additional menus that the researcher provided in every section of the application to make the users easily to find what they need about the application. They are I (Introduction), C (Credits), and In (Instruction). To make

these additional menus more interesting, the researcher added some animations effect.



Picture 14. Introduction

This section is an introduction of the application. It contained some information about the application. The introduction helped the users to know the things inside the application and what are they going to learn by using the application.



Picture 15. Credits

This section is credits of the application. It contained some information about the one who had been designed the P.A.T Alphabet, the purpose of why this multimedia application was created, and to inform that this multimedia was officially made as final assignment of the study in English Education Study program of Teacher Training and Education Faculty of Tanjungpura University.



Picture 16. Instruction

This section is an instruction of the application. The instruction was provided to guide the users in operating the application. It inform the users about the use of each of action buttons inside the application. This additional menu was provided in every section of the application. So, the user could easily open it when they operate the application.

Furthermore, the researcher has provided an assessment rubric for PowerPoint Presentation design. The assessment rubric was used to gain the value of the application whether it is usable and appropriate to support the teaching and learning of writing descriptive text or not. The assessment rubric consist of four criteria that the expert needs to consider; educational effectiveness, entertainment value, user friendliness of technology, and design features. The expert here is a lecturer at a university in Pontianak.

Table 1
The Result of Assessment Rubric by the Expert

No	Criteria	Sub-Criteria	Item	Score	Max. score	Category
1	Educational Effectiveness	Instructional Content	5	3	4	Good
		Curriculum Connection	4	3	4	Good
2	Design Features	Graphics and Multimedia	6	4	4	Exemplary
		Lay-out	4	4	4	Exemplary
3	Entertainment Value	Adaptability and Accessibility	5	3	4	Good
		Learner Engagement Interactivity	4	4	4	Exemplary
		Teacher and Learner Support Materials	4	3	4	Good
4	User Friendliness of Technology	Assessment	2	3	4	Good
		Age/Grade Level	3	3	4	Good
		Flexibility	3	4	4	Exemplary
Total Score				34		Satisfactory

Based on the result above, the researcher found that the total score gave by the expert based on 4 criteria that consist of 10 sub-criteria is 34. Therefore, *The P.A.T Alphabet* was categorized as Satisfactory. It means the P.A.T Alphabet is acceptable for classroom use particularly in teaching and learning writing descriptive text about people, animal, and thing.

Discussion

This research was established based on the learning problems and needs of seventh grade students in SMPN 10 Pontianak. The researcher tried to solve the problems and fulfill the needs by designing and developing multimedia to support the teaching and learning process in a PowerPoint Presentation application. The researcher used a development research as the method in conducting the research. This method consist of five phases such as analysis phase, design phase, develop

phase, implement phase, and evaluate phase. In the process of the research, the researcher used analysis phase, design phase, and develop phase.

First of all was analysis phase. Analysis phase was conducted in order to find the information about the problems that the teacher and students faced and also the needs before the researcher designed and developed the application. The information which were gained by the researcher such as the condition of the teacher and the students, the problems that the teacher and students faced and also the their needs toward the teaching process of English in the classroom regarding to the topic, the condition of the school in supporting the teaching and learning process, the capabilities of the teacher and the students toward ICT, and the textbook used by the teacher in conducting the lesson. These information will be used to solve the teaching and learning problems, to fulfill their needs in mastering the topic, and to decide the suitable materials that will be used in designing and developing the application.

The second is design phase. Design phase was conducted based on the analysis phase. In the design phase, the researcher selected and collected the appropriate materials of descriptive text, pictures, and sounds that will be provided in the multimedia. The materials was selected and collected based on 2013 Curriculum and the syllabus. The topic of descriptive text for seventh grade students is taught at the second semester. It is "*teks deskriptif tulis tentang orang, binatang, dan benda*" that was used in designing the multimedia. Then, pictures were provided in the multimedia to support the descriptive texts that has created by the researcher. The pictures were took automatically from the PowerPoint Presentation of insert pictures online tool then the researcher added some shapes to make the pictures more interesting. Furthermore, sounds were provided to support the contents inside *The P.A.T Alphabet*. The sounds were took from Google Translate website. The researcher provided vocabulary that collected from the descriptive texts that has created by the researcher. There are the sounds on each of the words of the vocabulary. Afterward, the researcher created the first draft of the multimedia. It was created to know how is the construct of the multimedia that will be created by the researcher. *The P.A.T Alphabet* consist of the title, a main menu, and additional menus. The main menu has four menus. They are P (People), A (Animal), T (Thing), and Games. Then, additional menus consist of I (Introduction), C (Credits), and In (Instruction).

Develop phase is the last phase in conducting this research. It continued the previous phase that is design phase. In develop phase, the full version of the P.A.T alphabet was constructed based on the materials, pictures, and sounds as the contents that had been selected and collected. The materials of the application were suited based on the learning objectives in the syllabus. The researcher developed some elements which were provided in the application such as the layout, colors, menu icons, and contents. To develop all of the elements, the researcher used the tools that had been provided inside the PowerPoint Presentation application. The researcher also added some additional elements such as inserting sounds, animations effect and pictures which had been collected to support the content inside the application.

After created and developed the full version of the multimedia, the researcher use an assessment rubric to know whether this multimedia is usable and appropriate to support the teaching and learning of writing descriptive text or not. In this part, *The P.A.T Alphabet* was assessed by taking an expert validation in an assessment rubric. The assessment rubric was provided based on some criteria. They are educational effectiveness, entertainment value, user friendliness of technology, and design features. Based on the result of expert validation by using an assessment rubric tat consist of some criteria, *The P.A.T Alphabet* as the product of this research has a Satisfactory result with the score 34. It meant the P.A.T Alphabet was acceptable for classroom use particularly in teaching and learning writing descriptive text about people, animal, and thing.

CONCLUSION AND SUGGESTION

Conclusion

Referring to this research, the researcher needs to make conclusions and suggestions. The conclusions of this research are: (1) In SMPN 10 Pontianak, the main problems regarding the learning is the lack of materials such as multimedia, the lack of basic knowledge about the lesson, lack of vocabulary, and the lack of motivation. Therefore, those problems can be overcome by using *The P.A.T Alphabet*. (2) *The P.A.T Alphabet* was designed as a teaching and learning multimedia. (3) The model of *The P.A.T Alphabet* is a learning pack which consisted of 4 main menus such as P: People, A: Animal, T: Thing, and Games. Each menu contained materials that supported by pictures, sounds, background, and animation effect. The lesson is Descriptive text about people, animal, and thing. (4) The combination of the menus that supported by other elements were expected to be able to fulfill the students and the teacher needs in learning the topic. Moreover, *The P.A.T Alphabet* was designed to solve the students' problems and enhance their motivation, and interest in learning the topic. (5) *The P.A.T Alphabet* with its features help the teacher to teach the topic and help the students to improve their basic knowledge about the topic and increase their skill in writing, and ease them to understand the topic better than before. (6) *The P.A.T Alphabet* provides students with opportunities to represent and express their prior knowledge about the topic, organize their personal knowledge, engage students and provide valuable learning via an application, and create meaningful learning. (7) Using *The P.A.T Alphabet* helps the teacher to enrich his/her teaching materials regarding to the topic and support the teacher in teaching the topic rather than using a text book only.

Suggestion

Based on the conclusion above, the researcher like to provide some constructive suggestions as follow: (1) In designing the application, the researcher should be knowledgeable to operate PowerPoint Presentation Application. (2) The researcher should have making the scheme of the application in order to ease the concept of the product. (3) In using the P.A.T Alphabet designed by the researcher, the teacher needs to adjust the time allocation for every meeting. (4) The multimedia designed by the researcher are used at schools which use

Curriculum 2013 and also recommended for the schools which use School-based Curriculum (KTSP).

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