

**DESIGNING POWERPOINT-BASED LEARNING MULTIMEDIA  
FOR RECOUNT TEXTS**

*(A Development Research at Year-8 Students)*

**AN ARTICLE**

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in Academic Year 2017-2018)*

**AN ARTICLE**

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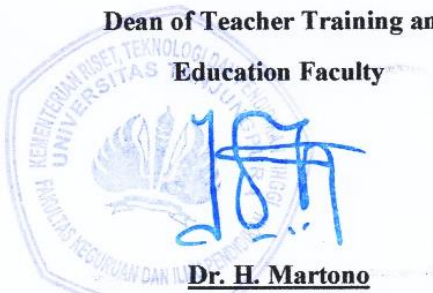


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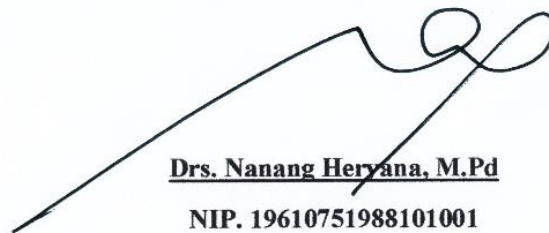
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# DESIGNING POWERPOINT-BASED LEARNING MULTIMEDIA FOR RECOUNT TEXTS

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## Abstract

This research was conducted to design and to develop powerpoint-based learning multimedia for recount texts and to evaluate whether or not the multimedia is feasible for teaching recount text to Year-9 Students of SMP N 19 Pontianak. The multimedia consists of instructions to use it, learning objectives, materials about recount texts, examples of recount texts, and questions regarding recount text itself, as well as the score to students work on the questions. The materials were taken from students' and teachers' book that the researcher had simplified. The presence research was Research and Development (R&D). The procedures were adapted from ADDIE Model proposed by Hannafin and Peck Model (1987), it uses three phases approach: Analysis, Design and Development. The guideline to do the research was the result of analysis phase. From the analysis phase the researcher has figured the challenges faced by the students and the teacher. Based on the questionnaire given to the students, most of them answered that learning Recount text by using multimedia was interesting and helpful. Design phase covered all the aspects which became the focus of the multimedia, the curriculum used by the school, the roles of the teacher and students, the materials selected, and structure of the multimedia. The development phase was conducted to develop and to evaluate the powerpoint-based learning multimedia. The evaluation result shows that the multimedia was classified as *very good* with score 85.71% by the expert. According to the result of evaluation phase, the multimedia is considered to be feasible to be applied by the teachers to teach Recount text.

**Keywords: Powerpoint, Multimedia, Recount text.**

## INTRODUCTION

The development of globalization pushes human resources to have better skills, one of which is language. Through the language, ones could utter what is in their mind. One of languages taught in Indonesia is English. This is an international language. It is needed in many aspects of life. Brown, (2000, p.118) states that English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research.

Reading is one of the four language skills that are examined in schools. It has significant roles for students as stated in the Standard of Competency and Basic Competence of School Based Curriculum, it states that students of junior high schools are expected to have an ability in

understanding simple functional texts and short essays to interact with the environment.

In reference to the pre-observation in SMP N 19 Pontianak, the year 8 students had problems in learning recount texts. Most of the problems concerned the students' attitude in the school that made them following the learning process. The attitudes refer to the lack of enthusiasm, less motivation, boredom and monotony during the learning process. The problems above may affect students learning outcome.

Besides, these circumstances were not merely caused by the students' problem but also caused by the English teacher who lack of resources in teaching material as well as media supplementary in conducting the teaching-learning process. The teacher only uses a book as

a main resource both in main material and also media for teaching the topic.

Recount text is one of short functional texts. A recount text is one of the monolog texts taught alongside descriptive and narrative texts. It is a kind of text that requires students to retell the series or events that happened to them in the past. Knapp & Watkins (2005, p.223) define a recount text as a sequential text that does little more than sequence a series of events.

The main problem that the students had is the lack of interesting media to support the learning which caused the students lack of enthusiasm, less motivation, boredom and monotony during the learning process. Thus, the researcher initiates to supplement the learning by using a learning media which can encourage students' motivation through a new atmosphere.

In teaching, there are media to solve the above problems. Nowadays learning media has developed into multimedia. Learning by using multimedia is better for students. Students may learn better from words and pictures than words alone, students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen, students learn better when corresponding words and pictures are presented simultaneously rather than successively (Spector, Meril, Merrienboer, & Driscoll, 2008, p.178). The advantages of using multimedia for learning become the basic reason for the researcher in designing and developing a powerpoint-based learning multimedia for recount text in Year-8 students.

In this case, the researcher was interested to design the media using Powerpoint as a learning media. The reason of why using Powerpoint is because it is commonly used and simple to used. Besides, by using Powerpoint the researcher or the designer can put attractive media such as picture, animation, sound and video and even macro script in designing learning media. The research was an attempt to develop learning media based on powerpoint for Recount text of the year-8 students in SMP N 19 Pontianak.

## **METHOD**

In this research, the researcher used design and development research. In research and Development study, Van den Akker, (2010, p. 12) stated "Design research: to design/develop an intervention (such as programs, teaching-learning strategies and material, products and systems)

with the aim to solve a complex educational problem and to advance our knowledge about the characteristics of these interventions and the process to design and develop them".

Richey & Klein (2007, p.108) define design and development research as "the systematic study of design, development and evaluation process with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development". The practice of design and development is empirical by nature. Most design models parallel the scientific problem-solving process; therefore, it would be reasonable to assume that design and development process themselves have robust empirical support, but historically little research has been directed toward our design process and products.

The research used research and development procedure namely ADDIE model by Branch. Branch (2009, p.17) explains about ADDIE model which consists of 5 phases namely: Analyzing, Designing, Developing, Implementing, and Evaluating. In this case, the first three phases were used by the researcher, namely; Analyzing, Designing, and Developing.

The first step was analyzing phase. In this phase, the researcher conducted the needs analysis by doing observation in the form of interview sheets. Then in the second phase, designing phase, the researcher designed the first draft of the Recount Text based on Powerpoint material. In this case, the researcher selected and collected the appropriate materials of recount text such as the story, pictures, task from books and internet. Then the researcher selected materials as the first draft appropriately. The last phase was developing the design, in this phase, the researcher generated the multimedia. The first draft of the Recount Text based on Powerpoint was developed into a full version. In addition, it will be evaluated by expert validation. Afterwards, the information collected was used by the researcher to revise the product. The researcher used an assessment rubric to evaluate and validate the Recount Text based on Powerpoint to see whether it was usable and appropriate to support the learning of Recount text.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Analyzing Phase**

The analysis phase was used by researcher to find out the basic background of the students and the teacher's needs. It is important to determine whether the product which was created is appropriate or not. In the analysis phase, the researcher interviewed English teacher of SMP N 19 Pontianak to gain some information about the students and the teacher condition, analysis of the students and teacher attitude toward ICT. The researcher also interviewed students to get the data of the students and the description of learning. The researcher conducted the need analysis by giving the students interview sheet. There were 6 questions. The students should answer the question by their own words.

Firstly, the researcher found from the background that the school provided the facility of multimedia in learning. Secondly, most of the students had learned by using multimedia. It implies that the students were capable to utilize multimedia in learning English. Moreover, the question referred to students' feeling. The result stated that the students were satisfy learning by using multimedia.

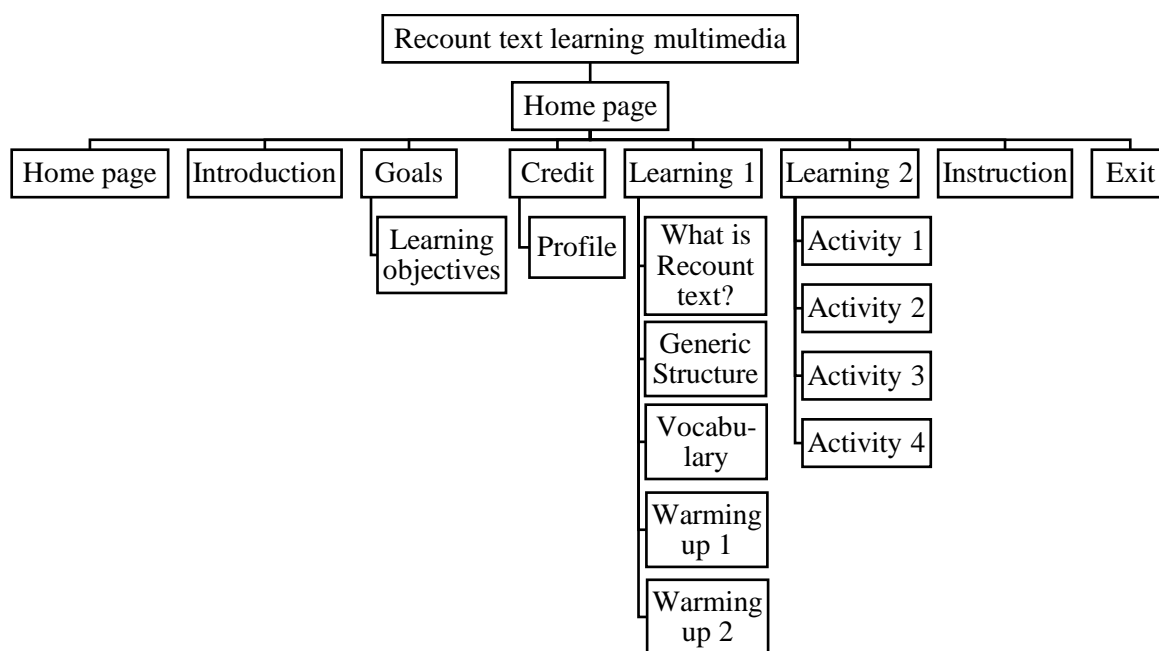
Next, the researcher intended to know how students' perceptions about reading skill. From 36 students, the questions resulted 41.67% students dislike reading, while 21 students equaled 58.33% had pleasure with reading. Then the researcher got information about the subject recount text based on the students' problems. The result described 25% or 9 students did not have any problems with recount text, and the rest 25%

or 9 students do not know about recount text. Lastly, the questions showed the students' perceptions in learning recount text using multimedia, it generated positive feedbacks from the students. Students' expectations indicated that the need of recount learning multimedia were necessary for the students in understanding the subject.

#### **Designing Phase**

In this phase the researcher designs the recount text teaching multimedia for the year-8 students of SMP N 19 Pontianak based on the data from the needs analysis. Those data were used as the guidance to develop the interactive learning multimedia.

*Recount text learning multimedia* was designed into 8 menus as the main features, they are Home page, Introduction, Goals, Credit, Learning 1, Learning 2, Instruction and Exit. The first menu contains the title of the multimedia. The second menu displays the background of the multimedia, the purpose of the multimedia, the page also directs the users to go to *Instruction* menu to know how to use the multimedia. The *Goals* shows the learning objectives, there are kompetensi standar and kompetensi dasar to relate the material with syllabus. *Credit* shows the profile of the multimedia creator. *Learning 1* consists of the explanation about recount text, examples and questions. *Learning 2* consists of videos about recount text and questions about it. The *Instruction* shows guidance of how to use the multimedia. The last menu is Exit, a menu to close the multimedia. The organization of the multimedia is displayed in the graphic below.



**Figure 1. Organization of the Multimedia**

The home page of the multimedia is displayed in the picture below.



**Picture 1. Home Page of the Multimedia**

### Developing Phase

The development phase involves how the multimedia was taken while the implementation part is the actual running the program. The researcher uses Hannafin and Peck Model because it uses a three phase approach: Analysis, Design and Development.

In this phase the multimedia has generated and evaluated by the expert. Expert evaluation is very important to improve the quality of the media. Evaluation is needed to evaluate and to validate the media in order to the media are ready to be used by the students. Both of the content materials and the media were evaluated and validated by the expert. The expert was a lecturer

in English education study program in Tanjungpura University, Dr Ikhsanudin, M. Hum.

The focus study of expert validation is evaluating the relation between the application and the language learning regarding the topic. In this evaluation the researcher provided evaluation sheet which consisted of questionnaire and assessment rubric. At the stage of questionnaire, the researcher gained some suggestions as shortcomings regarding to the application and these suggestions considered to be revised to make the application better. The suggestions of the expert are (1) provide more understandable direction, if Bahasa Indonesia will be helpful, researcher may use it; (2) scores must be accompanied with the meaning of the scores; (3) increase audio volume of video in activity 2. Based on the expert's suggestions the researcher did a revision on the multimedia.

After doing the revision, the multimedia was assessed again by the validator. The result of the assessment became consideration in revising the material. There were fourteen given questions and scale code included. The scale code divided into four namely, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The description of 14 statements is explained below.

“Recount text Multimedia supports to achieve academic achievements.” On the questionnaire, the validator rates 4 which categorized as strongly agree with this statement. Students could achieve academic achievements when they understand the material taught in school. One of the way to help students to understand recount text is by using proper media. The role of multimedia helps students to understand recount text. The integration of sound, pictures, animations, and video in addition to text plays an important role in vocabulary acquisition (Chun & Payne, 2004 cited in Moeller, Ketsman & Masmaliyeva 2009, p. 2).

“Recount text multimedia encourages performance-based learning.” On the questionnaire, the validator rates 3 which categorized as agree with this statement. By using the recount text multimedia, the performance of the learners get improvement as learning by using multimedia is considered as funlearn.

“Recount text multimedia adapts to various learning abilities.” On the questionnaire, the validator rates 3 which categorized as agree with the statement. The multimedia was designed with picture series, narration and videos to accompany the recount text. It consists of some media to help students understand the text. Thus, the multimedia could work on students with different learning abilities.

“Recount text multimedia provides accurate and current information.” The validator rates 3 which categorized as agree with the statements. The information is said accurate because it is taken from the writer’s experience (authentic material) while current information means the information in the text is still related to the daily life of people nowadays.

“Recount text multimedia successfully integrates technology with instruction.” The validator rates 4 which categorized as strongly agree with the statement. The role of the technology helps students to understand the instruction easier because it is presented in form of icon-based menu. Instructions are presented in the multimedia, they are presented in a sub menu and in each activity in the multimedia.

“Recount text multimedia shows any bias (social, religious, gender, etc.)” The validator rates 4 which means strongly agree with the statement. The recount text was written or created based on the writer’s experience, hence, the content of it rely most on writer’s view toward the

topic instead of the general indicators. This typical view is biased when writer’s cultural norms are against the general statement. Therefore, it leads to subjectivity of ideas.

“Recount text multimedia effectively organizes recount text materials.” The validator rates 3 which means agree with the statement. With the features of the multimedia, the researcher can present the material structurally. The materials are presented structurally from the general explanation, to the characteristics, generic structures, examples and also the quizzes. The example of recount texts also organized structurally.

“The lesson presented on screen is easy to follow.” The validator rates 3 which categorized as agree with the statements. One of the most advantage use of multimedia is to help the researcher to create a complex process in a simple way for the students. In the multimedia, each of activity is accompanied with instructions and also icon-based menu. Thus, the students could follow the lesson easily.

“The content is presented in an appropriate format.” The validator rates 3 which categorized as agree with the statement. Beside presenting the material and quizzes, the multimedia learning is presented with introduction, learning objective, instructions and profile of the creator. Explanation and the examples of recount texts is presented following the structure of recount text.

“The text is accurate to students’ level.” The validator rates 4 which categorized as strongly agree with the statement. The texts were taken from the students’ course book, therefore the texts presented in the multimedia is based on the students’ level.

“The text is easy to read.” The validator rates 3 which means agree with the statement. The design of the presented text to the background of the multimedia is clear and contrast in color. The chosen font types are formal fonts which are clear and in an appropriate shape, size and space.

“The graphics are clear and relevant to the subject matter.” The validator rates 3 which means agree with the statements. The multimedia uses icon-based menu designed with the related icons in each menu. Besides, the recount texts are presented with related picture series.

“The sounds are easy to hear and understand.” The validator rates 4 which categorized strongly agree with the statement. The sounds related to the material is free of

interference, the pronunciation is clear and in an appropriate speed.

“Recount text multimedia is adaptable to individual needs.” The validator rates 4 which categorized as strongly agree with the statement. The multimedia can be reused for individual purpose. Besides being used for educational purpose in classroom by the students and teachers, the multimedia is able to be used for other individual purposes.

In analyzing the questionnaire, the researcher used rating scale, which is adapted from Harry Walker’s instrument (2013), rating scale was scored by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of catagories}} \times 100$$

$$P = \frac{\text{result score}}{4 \times 14 = 56} \times 100$$

$$P = \text{Percentage} \dots \dots \dots (1)$$

Then the result was measured by this table:

**Table 1. Guideline for Expert’s Recommendation**

Percentage (%)	Interpretation
0 – 25	Bad (revise)
26 – 50	Poor (revise)
50 – 75	Good
76 – 100	Very good

The result of assessment of expert is described as follow:

Questionnaire assessment result of the expert.

$$P = \frac{48}{\text{amount of point} \times \text{amount of catagories}} \times 100$$

$$P = \frac{48}{4 \times 14 = 56} \times 100$$

$$P = 85.71 \dots \dots \dots (1)$$

Based on the result above, the researcher found that the expert categorized the assessment result of recount text multimedia were considered Very Good with the score 85,71.

## Discussion

This research arose based on the learning problem in SMP N 19 Pontianak which pointed to curriculum and syllabus. The researcher tried to solve the problem by designing and developing Recount Text Learning Multimedia. The researcher used Research and Development (R&D) as the method in conducting the research. This method consists of five phases namely analysis phase, design phase, development phase, implementation phase, and evaluation phase. The researcher chooses Hannafin and Peck Model which use three phases: Analysis, Design and Development.

Analysis phase was executed in order to discover the basic information before the researcher designed and developed the multimedia. The basic information which were gained such as the background of the students which focused on students’ attitude in learning English toward multimedia. This basic information was used to solve the learning problem, to decide suitable material which supported the designing and the development of the learning multimedia, and certainly fulfill the teacher’s and the students’ need in mastering the topic of the lesson.

The design phase was conducted based on the analysis phase. In the designing phase the researcher constructed the model of the application which was used as learning multimedia. In this model the researcher adapted to the result of the analysis phase, so the researcher could determine suitable and appropriate material. The main objectives of this multimedia were to establish the students’ prior knowledge in mastering the topic, to help the students understand the topic in interesting and easy way based on utilization of technology, and to improve the students’ motivation in learning the topic. Based on the syllabus the researcher took “Reading Recount Text” as the sample topic within the multimedia. In the design phase the researcher involved students and the teacher role regarding this multimedia. The students act as a self-directed and discipline-based learner in order to analyze, collect, and interpret the knowledge within the multimedia. Besides, by using the instruction within the materials the students were able to construct their own understanding in order to master the topic by doing every task.

After designing phase was done, the researcher came up with the last phase,



developing phase. This phase was to evaluate the product which to be considered in conducting the research. In this phase the researcher constructed materials which had been selected and gathered from students' book and internet. The materials were based on the syllabus and was expected to overcome the learning problems as well as fulfilling the students' needs.

Furthermore, this phase had important role to make sure and decide whether the product was valid to be used or not by the students as well as the teacher in the school. The purpose of the evaluation was to find whether the Recount Text Multimedia has fulfilled its usability to the students. In the evaluation, Recount Text Learning Multimedia was assessed by taking an observation of expert validation in questionnaires. The questionnaires were provided based on the criteria from the expert.

Recount Text Learning Multimedia as the product of this research resulted increasing students' motivation in learning English particularly learning the topic. It can be seen from the students' expectation and opinion in the interview sheets. The final product of the Recount Text Learning Multimedia was in the form of Compact Disk (CD). Both the teachers and the students could use computer to operate the multimedia, either in the classroom or self-learning outside of the school activities.

## CONCLUSION AND SUGGESTIONS

### Conclusion

In proportion to research findings and discussion, it can be concluded that the Recount Text Learning Multimedia was feasible. The evaluation proved that the multimedia was feasible for learning Recount texts on Year-8 Students of SMP N 19 Pontianak. In fact, the researcher found that the students were lack of enthusiasm, less motivation and monotony during the learning process. Moreover, the school was lack of providing supportive medium that was used to attract students' interest in learning. Based on those problems, the researcher got the students' needs and decide to provide an alternative way for teaching Recount Texts.

The Recount Text Multimedia was designed based on ADD phase. It was used for students to practice and learning recount text through multimedia approach. In terms of designing the appropriate interactive learning multimedia, it

should have *Main Menu*, as the main page of the multimedia. *Main menu* consisted of *Introduction*, *Goals*, *Credit*, *Learning 1*, *Learning 2*, *Instructions* and *Exit*. The materials were presented in the *Learning 1* especially in *What is Reount text?*, *Generic structure*, and *Vocabulary*; as well as in *Learning 2* especially in *Activity 1*, *Activity 2* and *Activity 3*. While the questions were presented in *Learning 1* especially in *Warming up 1* and *Warming up 2*; as well as in *Learning 2* especially in *Activity 4*. The score will appear after questions in *Activity 4* is done.

Regarding to the expert validation, the result of the multimedia expert validation was 85.71% which is categorized as very good and feasible to be used for teaching Recount Text. The material in the multimedia was designed based on students' course book, this is one of factors that resulted the multimedia categorized as very good in the evaluation. The validation was conducted by the expert evaluation from Teacher Training and Education Faculty of Tanjungpura University.

### Suggestions

According to the findings of this research, the researcher would like to suggest that in order to support the students' experience of language learning in real life the teacher is required to use appropriate materials and relate to the social, religious, gender etc. The multimedia can be used as an additional material in the class or self-learning outside the class activity. However, due to the limitation of the media, the teacher also should try to develop their own interactive learning multimedia by considering his/her students' materials and the school's facility.

Furthermore, suggestion for next researcher regarding development research is Recount Text Multimedia was developed based on the students' needs. Due to the limitations of the subject and materials, the other researchers could develop a multimedia with different subject and materials. The interactive learning multimedia is the simplest example of Recount Text Multimedia. The researcher expected that in the future the quality of multimedia will be upgraded with more various activities and materials.

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