

DEVELOPING MATERIAL FOR TEACHING GRAMMAR USING MACROMEDIA FLASH SOFTWARE FOR JUNIOR HIGH SCHOOL

Esti Nurani, Rr. Hasti Robiasih

Sarjanawiyata Tamansiswa University, esti.nurani89@yahoo.com

Abstract

Since English is a second language in Indonesia, students are required to learn more to enhance their English language skills. In English learning process, many students prefer in Instructional Technology to conventional explanation in classroom activities. This phenomenon then leads to the new innovation in grammar teaching using *Macromedia Flash* software. This study describes how to develop the materials in teaching grammar for the eighth grade students of Junior High School using *Macromedia Flash* software. Therefore, this study belongs to Research and Development (R & D). In the pre-design study, the researchers conducted an interview to reveal the students' difficulties and needs. In the material development, the researchers made the innovative and interesting product based on the result of learners' analysis and contexts. In the post-design study, the researchers distributed evaluation questionnaire to the expert in order to obtain evaluation, comments, suggestions, and feedback. Based on the results of conducting validation from the expert, the materials for teaching grammar for Eighth grade students of Junior High School by using *Macromedia Flash* software program are well developed.

Keywords: Developing, Material, Macromedia Flash, R&D

Introduction

English as an international language has important role in transferring and developing science, technology, art, and relationship with other countries. It is very important to understand and master English language. In Indonesia English has become one of the subjects in Junior High Schools, from the early seventh grade of the junior high school to ninth grade of junior high school. The students learn English from the easy level to harder level. It aims to give a good mastery of English to students because English is included in four subjects examined in the National Examination for Junior High School. However, learning English needs a process, especially for the Indonesian students because English is a foreign language for them. Students must know and learn about grammar which has many rules and it should be referred to the mechanism on how to use English grammar. Those complexities may cause the student feel confused and hard to really understand about English grammar, moreover the teacher always explains the lesson conventionally. This condition makes the students become unmotivated to study English.

Nowadays most students are interested in Instructional Technology for their learning process. The teachers need a new innovation and interesting atmosphere in order to build their students' enthusiasm in studying English. Therefore, the researchers chose one of the new innovations in grammar teaching by using *Macromedia Flash* software program in order to attract the students' interest and make them feel enthusiastic to learn English. *Macromedia Flash* software program is a tool which can be used to make kinds of animation, presentation, game, even as an interactive and dynamic teaching tool.

This application can help the teacher to teach grammar; for example to explain English tenses with more complex patterns. By using this program, the teacher can use new innovation that is not boring, so the students will be motivated and keen to learn English.

Literature Review

1. Grammar

Hornby in *Advanced Learner's Dictionary of Current English* states that grammar is the study of forms of word and how they are put together in sentences; the rules about the use of words, as to study English grammar, a grammar lesson and mistakes in grammar (1957:543).

It is possible to communicate in speech and in writing without knowledge of grammar (Burton, 1982; 128). Yet we are still bothered with grammar because knowledge of grammar is a handy tool. Studying grammar gives the benefits and by studying grammar the students would learn to make up language and be able to apply what they have learned as better speakers, writers and readers.

Krashen in *Principles and Practice in Second Language Acquisition* states that grammar has two possible rules in second language learning i.e. as a “monitor” and as a “subject matter” (1983: 89). As a monitor, grammar is used to correct the learners’ mistake before composing a sentence in writing, or in speaking. As a subject matter, grammar is learned as the knowledge of a language. In the form of rules, grammar is forms and arrangements of words or phrases in sentences. The objective is that the students are able to comprehend the language.

Tense in English is used to relate time when an action, event, or state occurs. Time, according to Quirk (1972: 84) is a universal concept which is divided into past time, present time, and future time. The time is shown by the verbs or series of the verb’s form.

Three main ideas of the teaching of grammar (Larsen and Freeman, 2003: 21-22) are as follows:

- a. The job of language teachers is to maximize learning by creating optimal conditions. Therefore, giving feedback in helpful ways can create optimal conditions for grammatical structure acquisition.
- b. The teacher’s job is to involve the learners to learn in focus, relax, and attentive condition. Moreover, it is necessary for the teacher to equip the learners with interesting practice focused on grammar learning.
- c. The ways to acquire second language are always found out in order to enrich their grammatical skill.

2. Macromedia Flash software program

Macromedia flash is an animation program that has been widely used by the designer to produce professional designs. Among the programs of animation, *Macromedia Flash* program is the most flexible program for making animation. *Macromedia Flash* is useful to create animations, both interactive animation and non-interactive animation. *Macromedia Flash* is a very useful program for the designers to express their ideas into a motion and visual animation.

Macromedia Flash is usually used to create web animations that will be featured in an internet site, making animated films, animated advertisement, and others. When designers create a design that will be displayed on the Web site as well as on television, the *Macromedia Flash* designers often combine it with other programs, for example Adobe Photoshop, CorelDraw, Dreamweaver, Macromedia and others to produce an attractive design.

3. Research and Development (R & D)

Based on Borg and Gall (1983:772) educational Research and Development (R & D) is a process used to develop and validate educational product. Again, according to Borg and Gall there are ten steps of R & D, they are:

Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (1938: 775).

4. Computer Assisted Language Learning (CALL)

Wyatt (1984) states that Computer Assisted Language Learning (CALL) is the term used to emphasize the whole range of possible roles that the computer can play. It is developing rapidly in line with the advancement of technology and with the widespread use of computers at home and in schools.

5. The advantages of using Computers – based Media

According to Tomlinson and Masuhara (2004; 41) the potential advantages of multi-media in theory seem great. However to realize these potentials we need Awareness on how computers can help language learning in ways that cannot otherwise be achieved. The second is Cost-effective quality programmes which reflect language learning principles. The third is Suitable equipped computers and/or network environment with a large capacity.

Method

In this study the researchers select Research and Development (R & D) method since it is used to find and build products that are ready for operational use in the school. It consist of three major steps; develop product based on research finding, do field testing on the product, and revise the product on the basis of field test data. Concerning with the two main focuses of the study mentioned previously, there are only five steps of Research and Development (R & D) cycle used in this study. The steps in R & D are research and information, collecting, planning, developing preliminary form of product, preliminary field testing, and final product revision.

This section is divided into three sub-sections; those are pre-design study, material developments, and post-design.

1. Pre-design study

In the pre-design study, the researchers used the first step of R & D cycle, which was Research and Information Collecting. This section is divided into six parts. Those are research subject, research setting, research instrument, data collecting technique, data analysis technique and procedure.

The researchers conducted interviews with some eighth grade students from SMP N 6 Yogyakarta, SMP N 11 Yogyakarta, SMP N 1 Sleman, and SMP Stella Duce 2, Yogyakarta in each student's house. It is aimed to build relaxing atmosphere during the interview process. The aim of the interview in the pre-design was to figure out the student's difficulties and needs in learning English grammar and match it with the developing material for Grammar teaching using Macromedia Flash software program.

The technique of data analysis that was used by the researchers is descriptive qualitative analysis. The researchers conducted a needs analysis, which was used as the basis of the developing materials by using *Macromedia flash* software program for grammar teaching to eighth grade students of Junior high School. The information about the data would be the appropriate language methods related to eighth grade students of Junior High School context.

2. Material development

In the material development, the researchers applied step 2 and 3 of Research and Development (R & D) cycle, they are planning and developing preliminary form of product. In the planning step, the data gathered from the research and collected information is used to determine the objective and subject contents of the material developed.

The procedure is that the researchers started applying *Macromedia Flash* software program in grammar teaching based on the learners' needs to master English grammar and the researchers would develop the instructional product. In the process of developing the product, the researchers used some textbooks, computer, certain software, and internet connection.

3. Post-design study

In the post-design study, the researchers used steps 4 and 5 of R & D cycle. They are Preliminary Field Testing and Main Product Revision. Preliminary testing was conducted to obtain the judgments from the experts and suggestions for the developing *Macromedia Flash* software program. The comments and opinions were used to revise and improve the developing material. The post-design study was divided into five parts. Those were expert judgment, research instrument, data collecting technique, data analysis technique, and procedure.

The developing material was also evaluated by giving the post-design questionnaires to two English lecturers of English Education Language Study Program of Sarjanawiyata Tamansiswa University. Preliminary testing was conducted to obtain evaluation, judgment, suggestions of the developing material for teaching grammar using *Macromedia Flash* software program to eighth grade students of Junior High School. In the post-design study, the researchers analyzed the descriptive data about experts' judgment opinions. The data were used to evaluate and revise the developing materials by using *Macromedia flash* software program for grammar teaching to eighth grade level of Junior High School.

As the last step, the researchers conducted an interview with two English lecturers of Sarjanawiyata Tamansiswa University as the expert judgment of this study. The interviewed was conducted in order to obtain the judgments and suggestions to the development of materials by using *Macromedia Flash* software program. Based on the data, the researchers would revise and improve the development of materials by using *Macromedia Flash* software program for grammar teaching and present it

Discussion

This part answers the two questions in the problem formulation. There are two sections. The first section would like to answer of how the materials for teaching grammar for Eighth grade students of Junior High School by using *Macromedia Flash* software program are developed, whereas the second section would like to answer the tasks and activities that can be developed using *Macromedia Flash* software program for teaching grammar.

The researchers conducted pre-design study, material development and post-design study to answer the first and second question of the Problem Formulation.

1. The finding of the Pre-design study

This section was divided into six parts. Those were research subject, research setting, research instrument, data collecting technique, data analysis technique and procedure. The researchers conducted an interview with some eighth grade students of Junior High School from different schools in each house. It was aimed to get the data from the students in the same grade but from different schools. The interviewed was started on June 11, 2012 and finished on May 5, 2013.

From the interview the researchers obtained the data that the students had difficulties in their learning process. The very basic difficulty that the students had was that they thought that English was difficult, so it closed their mind to learn English. Thus, when they started to learn about English grammar that has many rules and pattern, they got more confused, unmotivated and bored. Moreover, the class activities given by the teacher were conventional and not interesting. They never used some media to explain English grammar. In explaining about tenses, the teachers always asked the student to open the book and read for a while then started to explain the lesson by reading the book and writing on the board, and the students were asked to copy them in their books, after that they asked the students to do exercises and collected the result.

The analysis of the students' difficulties and needs show that the students need a new atmosphere in their learning activities. They really want a new innovation and interesting teaching tool to interest and motivate them in their English grammar learning activities.

2. Material Development

In the material development, the researchers applied step 2 and 3 of Research and Development (R & D) cycle, they are planning and developing preliminary form of product.

In planning section, the first step was identifying instructional goal(s). The second step was to conduct instructional analysis. Instructional analysis was described by considering the results of the need analysis in order to state the specific skills, procedures, and learning tasks of the instructional. The study focused on the learning of English grammar for eighth grade specified the learning of simple past tense and past continuous tense students using this product. Hence, the specific skill that would be the focus of this study was grammar skill related to the comprehension of both tenses.

In order to develop preliminary form of product, the researchers made the product based on the result of analyzing learners and contexts, the study decided to develop materials by using *Macromedia Flash* software program for eighth grade students. The product packages are more innovative and interesting so that the students would have extrinsic motivation to learn English toward the learning of grammar.

Answering the first question in the problem of formulation, the researchers prepared the materials focusing on developing material by using *Macromedia Flash* software program for eighth grade of Junior High School. Here the researchers made packages of explanations and exercises which were divided into two parts; they were Simple past tense and Past continuous tense. Each package consists of three interactive movie flash including the definitions, the functions, the patterns, the explanations (animation), the ways to use the tenses, and the exercises. Second, the researchers showed the form of the *Macromedia Flash* product. There were 16 product screen display equipped with the explanations in each display.

3. The Result of the Post-design Study

In the post-design study, the researchers use steps 4 and 5 of R & D cycle. They are Preliminary Field Testing and Main Product Revision. The researchers realized that the designed exercises needed some revision and improvement. The researchers distributed exercises evaluation questionnaire to the respondent in order to obtain evaluation, comments, suggestions, and feedback.

In gaining the evaluation on the designed exercises, the researchers distributed the post design questionnaire to the experts. The experts of the post designed questionnaire were two lecturers of English Language Education Study Program of *Sarjanawiyata Tamansiswa University*, Yogyakarta. The questionnaires were completed on November 11, 2013. All of the experts had adequate teaching experiences, they had been teaching for more than five years.

Based on the results of the questionnaire, there were some comments and suggestions from the experts. After evaluating the developing material, the researchers revised the developing materials based on the participants' comments, feedbacks, and suggestions. It is concluded that the product was very easy to set up so it didn't make the user confused. Besides, the product was interesting so that it can create the student's motivation. So the product made mastering English grammar enjoyable and made English grammar mastery easier. The important one, the product was an innovative and interesting teaching tool so it could solve the student's difficulties in mastering English grammar and helpful for both teacher and students. This means that the materials were well developed.

Conclusion

The purpose of this study is developing the materials for teaching grammar for Eighth grade students of Junior High School using *Macromedia Flash* software program. The first and second questions were answered by using the research procedures of this study.

Based on the results of validation by the evaluators, it could be concluded that the designed materials are well developed. The developed materials are considered as interesting and innovative teaching tools for grammar teaching to eighth grade students of Junior High School. In addition, the developed material can solve the student's difficulties in mastering English grammar. The developed material makes mastering English grammar enjoyable and easier because this product is packaged in fun, attractive, interactive and interesting way for learning.

References

- Borg W. R. and Gall, M. D. (1983). *Educational Research: an Introduction*. New York: Longman, Inc.
- Dubin, Fraida and Oishtain, Elitee. (1994). *Course Design Developing Programs and Material for Language Learning*. Cambridge University Press.
- Kemp, Jerrold. E. (1997). *Instructional design: A plan for unit and course development*. Belmont: California
- Kemp, Jerrold. E. Don. C. Smellie. (1989). *Planning, Producing, and using instructional media*. Harper & Row, Publisher, New York.
- Kenning, M. J. & Kenning, M-M. (1983). *An Introduction to Computer Assisted Language Teaching*. Oxford: Oxford University Press.
- Larsen, D and Freeman. (2003). *Teaching Language: From Grammar to Grammar*. Toronto: Newbury House Teacher Development.

- Levy, Michael. (1997). *Computer-assisted Language Learning: Context and conceptualization*. Clarendon press. Oxford.
- Tomlinson, Brian and Masuhara, Hitomi. (2004). *Developing English Course Material*. Leeds Metropolitan University.
- Thornbury, Scoot. (2005). *How to Teach Grammar*. New York: Longman.