

MULTIMEDIA COURSEWARE FOR LEARNING TYPES OF READING TEXT
BASED ON STORYTELLING

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*For my beloved husband who supports and encourages me,
Both of my parents, thanks for all of your kindness and love to me
To all my sisters and brothers, love you guys
Thanks for your love and support for me*

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ABSTRACT

The infusion of the multimedia technology in education should be focused on develop the interactive teaching and learning. It allows teachers to design the material into a multi-sensory learning environment. The focus in education is thus moving towards using multimedia as the instructional media and a platform in teaching and learning. Therefore, multimedia courseware is one of the media to improve the teaching and learning process. Hence, the objective of this study are to design a storytelling multimedia courseware to help students in understanding types of reading text especially descriptive, narrative and procedure, to identify the students' perception towards storytelling courseware in understanding types of reading text and to identify students' perception towards multimedia courseware based on gender. 70 of first year students in senior high school were chosen randomly as sample in this study. Both, qualitative and quantitative data were collected in this study. The instruments in data collections were questionnaires and interview with the English teachers. Using both qualitative and quantitative methods, data collected were analyzed descriptively (mean and percentage) and thematically. Result from the findings showed that the overall mean for students' perception towards storytelling courseware in understanding types of reading text is 3.11. Each perspective of the multimedia courseware can be seen from the mean of students' perception towards the design of courseware is 3.09, the influence of the courseware in students achievement is 3.07 and the feedback of the students for the suitability of the courseware in teaching learning process by using storytelling technique is 3.16. The findings indicate the positive outcomes for students' perception towards storytelling courseware in understanding types of reading text. It showed that multimedia courseware gave a good effect for students in teaching and learning process. Therefore, teachers should always use new approach in designing, preparing content and delivering learning materials.

ABSTRAK

Berkembangnya teknologi multimedia dalam bidang pendidikan semestinya memfokuskan pembelajaran yang interaktif. Ianya membenarkan guru-guru untuk membentuk bahan pengajaran menjadi lebih interaktif. Yang diutamakan dalam pendidikan iaitu dengan menggunakan multimedia sebagai media dan alat dalam proses pembelajaran. Oleh yang demikian, perisian multimedia menjadi salah satu media untuk meningkatkan proses belajar dan mengajar. Justeru itu, tujuan kajian ini adalah membangun sebuah perisian multimedia untuk membantu pelajar memahami jenis-jenis bacaan khususnya deskriptif, naratif dan prosedur, untuk mengetahui persepsi pelajar terhadap perisian multimedia dengan teknik bercerita untuk memahami jenis-jenis teks dan persepsi pelajar terhadap perisian multimedia berdasarkan jantina. Seramai 70 pelajar tahun pertama disekolah menengah telah dipilih secara rawak menjadi sampel dalam kajian yang dilakukan. Data yang diperolehi adalah secara kualitatif dan kuantitatif. Instrumen yang digunakan adalah melalui soal selidik, temubual dengan guru bahasa Inggeris. Dengan berlandaskan kaedah kualitatif dan kuantitatif, data dianalisa secara deskriptif (min dan peratus) dan pembentukan tema. Keputusan menunjukkan min keseluruhan bagi persepsi pelajar terhadap perisian multimedia teknik bercerita untuk memahami jenis-jenis bacaan adalah 3.11. Dari setiap perspektif perisian multimedia dapat dilihat bahawa min persepsi pelajar terhadap rekabentuk perisian multimedia adalah 3.09, pengaruh perisian multimedia terhadap pencapaian pelajar adalah 3.07, dan kesesuaian perisian multimedia dalam proses belajar mengajar dengan teknik bercerita adalah 3.16. Nilai min tersebut menunjukkan pelajar mempunyai persepsi yang positif terhadap perisian multimedia untuk memahami jenis-jenis bacaan. Hal ini menunjukkan bahawa perisian multimedia memberikan efek yang baik buat pelajar dalam proses belajar dan mengajar. Oleh yang demikian, guru semestinya selalu memakai teknik baru dalam merekabentuk, menyediakan dan menyampaikan bahan pembelajaran.

CHAPTER 1

INTRODUCTION

1.1 Introduction

In recent years the impact of “the information age” has shifted from occurring primarily within the arena of government and multinational corporations into the everyday lives of average people throughout the world. Accompanying this expansion lie a growing belief among the general public which suggest computers as essential component of the educational and instructional system. According to many researcher (Goddard,2002;Honey 2001;Polondi 2001) such public perception is warranted because the computer represent not only an excellent curricular tool, but also revolutionary classroom approach that can help student achieve important gains in learning and understanding.

Due to the complexity of teaching process, it is important to acquire complex sets of skills relate to much knowledge. Little is known about the outcomes of different technology-supported learning activities. Whether computer can be of benefit to the learning process has been a topic of discussion since 1950s. Computer technology has promised to revolution both teaching and learning in higher education.

Robleyer (2003) identifies two changes that have been brought about by the integration of technology. The first is an increase in the amount and type of technology resources that are available to instructor and learners. The second is the shift in learning strategies that the flexibility of computer technology. Traditional instruction generally involved an instructor led, didactic approach to learning.

The introduction of computers into the classroom has come with promises to change the passive learning approach by introducing interactive and dynamic capabilities into the classroom. This is being argued that the changes will provide a richer learning environment where the learner can be more actively involved in her own learning. As such multimedia or the use of multiple digital media elements in an interactive learning application is becoming an emerging trend in the communication of educational information. In this new environment, the teacher will make a difference in the integration of the media into the student learning process.

The internet is proved to be an effective tool for language learning. In recent years, its use in language classrooms has gained popularity as it has potential to contribute to students' experimental learning and their language achievement. Ganderston (1997), for example, used the technology to teach reading and found that the interactive web based reading program which he used strengthened his participants' language skills and learning across diverse topic areas. Similar positive effects were observed in the integrative teaching of reading and writing.

In a project called web based English language learning, (P'Rayan, 2003) discovered that there was improvement in his participants' reading and writing skills after they took part in various email exchange, discussion forums and commenting activities based on the reading materials that were presented on the internet.

1.2 Background of the Problem

The US educational system is faced with the challenging task of the growing education numbers of students for whom English is a second language (US Department of Education, 2005). In the 2001–2002 school years, Washington had 72,215 students (7.2% of all students) in state programs for Limited English Proficient (LEP) students (Bylsma et al., 2003). In the same year, one quarter of all public school students in California and one in seven students in Texas were classified as Limited English Proficient (US Department of Education, 2003).

Reading is a critical part of language and educational development, but finding appropriate reading material for Limited English Proficient students is often difficult. To meet the needs of their students, bilingual education instructors seek out “high interest level” texts at low reading levels, e.g., texts at a first or second grade reading level that support the fifth grade science curriculum. (Teachers of teenagers who are poor readers face a similar problem.) Finding reading materials that fulfil these requirements is difficult and time-consuming, particularly when trying to meet the needs of different students, and teachers are often forced to rewrite texts themselves to suit the varied needs of their students (Sarah et al., 2008).

In Indonesia, as in numerous other countries where English is a foreign language, university students are taught through the medium of the national language, but they need to be able to read English language texts related to their field of study. A survey in Hasanuddin University Library, Coleman (1988) found that more than 80% of the books were written in English. Similarly, if we look at the Curriculum for English Departments of Teacher Training Faculties (Depdikbud, 1991), we could find there were 119 suggested references, only one is written in Indonesian, two are in both Indonesian and English, and the rest are all in English. Although the proportion of English language texts may not be so high for other subjects, most Indonesian students should have a good reading knowledge of English in order to be able to undertake their studies successfully.

In the case of Indonesian students, English is a compulsory subject during their six years of study in high school and the number of words they should acquire is specified in the English curricula. In junior high school (SMP), the updated 1975 curriculum states that the students are expected to learn 1500 words, while the 1984 curriculum for senior high schools (SMA) sets a figure of 4000 words, which includes the 1500 learned in SMP. Thus, the official learning objectives would seem to bring high school graduates within range of the 4000–5000 English words that they minimally require at the tertiary level, but the question is whether the students actually achieve that vocabulary size by the time they enter university.

The 2006 English curriculum aims to develop communicative competence using the following model of competence which is developed by Celce-Murcia (2001).

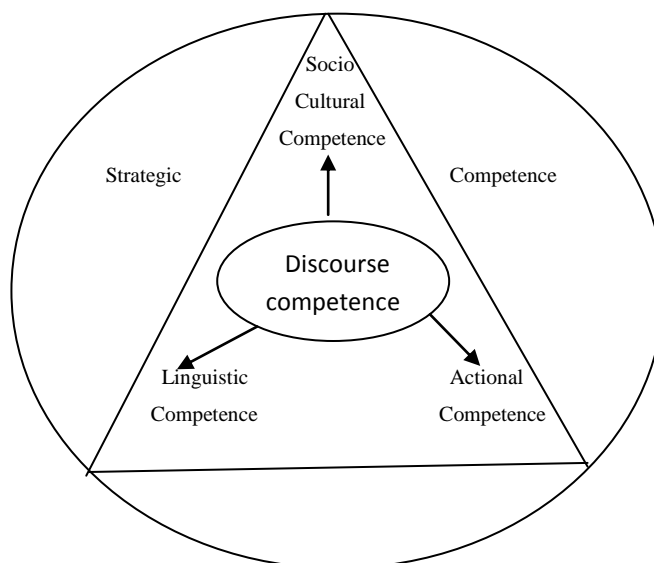


Figure 1.1: Discourse Competence

Based on figure 1.1 the discourse competence is focus on English instruction. Discourse competence is the ability to interpret and arrange or produce oral and written text based on the socio cultural context and situation (Celce-Murcia., 2001). Students will be able to master that competence if supported by other competencies which are action competence (listening and speaking involving speech act and use of

conversation gambits, reading and writing involving rhetorical development), linguistic competence, socio cultural competence, and strategic competence.

Education policy for English language teaching in Indonesia has undergone several changing. The changing aims at improving the outcomes of English language teaching itself. In 2004, the Ministry of National Education has decided to bring in a new curriculum in all subject areas, including English. The curriculum was known as Competence Based Curriculum or 2004 Curriculum which recommended a new approach that is the Genre Based Approach. Therefore, the Competency-Based Curriculum (2004 Curriculum) mandates the use of various text types (genre) to build students communicative approach.

Texts are pieces of spoken or written language created for particular purpose (Freeze and Joyce, 2002). When we speak or write, we create texts. When we listen, read or view texts, we interpret them for meaning. A good piece of text requires the creator to make the right choices from the language system; choice about words, sentences, processes and features. These choices will reflect our purpose and our context.

The purpose of a text might be to persuade or inform or a combination of both. The context is influenced by culture (beliefs, attitudes, values) and situation (what is happening, who is involved and whether we are speaking or writing. There are two main categories of text: first, namely literary text for example is stories, movie scripts, fairy tales, novels, song lyrics, mimes, and soap operas. They are constructed to appeal our emotions and imagination.

Literary texts can make us laugh, or cry, think about our own life or consider our beliefs. There are three types in this category: narrative, poetic and dramatic. Second, factual texts examples are advertisement, announcement, internet web site, current affairs show, debates, reports and instructions. They present information or

ideas and aims to show, tell or persuade the audience. The main text types in this category are recount, report, procedure, exposition explanation and discussion (Badan Pengembangan Kurikulum, 2006).

The types of text (genres) developed in the 2004 English curriculum include transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards etc.), monologues and essays of certain genres. In other words, these are the communicative competence to be developed. Along with the competence, the literacy levels are also determined based on the government regulation that senior high school graduates are supposed to be ready for handling the kinds of text they face at university level. In other words, they are supposed to be able to access accumulated knowledge typically obtained at higher learning institutions. For this reason, the text types determined for senior high school levels include: descriptive, report, news item, narrative, discussion, explanation, exposition, and review. The genres for junior high school level include: procedure, descriptive, recount, narrative, and report.

Based on Well's taxonomy (1987), the junior high school literacy level is the functional level, a level where the graduates are expected to use English junior high school survival purposes such as carrying out transactional exchanges, reading for fun, reading popular science or teenagers' encyclopaedia, etc. Senior high school graduates are expected to achieve the informational level where they can carry out more extended and interpersonal conversations, and deal with texts to access knowledge at university level and self study.

Senior high students have to know and differentiated kinds of the text that will enhance them in learning English. By enlarge their vocabulary can make them comprehend of the text in several of the aspect of the text such as descriptive, report, news item, narrative, discussion, explanation, exposition, and review.

Feeze and Joyce (2002) indicate that “Approaching language learning from the perspective of texts requires an accompanying methodology which can enable the students the knowledge and skills to deal with spoken and written texts in social contexts” (Feeze and Joyce 2002:24). They also suggest that genre approach is the most effective methodology for implementing a text-based curriculum. There are three assumptions underlying this method. In Feeze and Joyce’s words:

“First, learning language is a social activity, and is the outcome of collaboration between the teacher and the student and between the student and the other students in the group. Second, learning occurs more effectively if teachers are explicit about what is expected of students. Third, the process of learning is a series of scaffolded development developmental steps which address different aspects of language”.

1.3 Problem Statement

Cognitivism places emphasis on the learners and how they organize their knowledge. Instead of repetition and drills, cognitive propose teaching learners how to analyse problems and how to think for themselves. Cognitive view language learning as an active process in which learners are constantly required to think and make sense of new information they receive, to seek to discover the underlying rules and apply them to make original sentences. During this process, learners often misinterpret the rules or apply them correctly (Nesamalar et al, 2005).

Classroom practice based on the cognitive theory is learner-centred and focuses on discovery learning via deductive as well as inductive approaches. In an inductive approach, the teacher guides learner through a number of specific examples and asks them to find out the rule of generalization through a process of guided discovery. In a deductive approach, the teacher presents a rule or generalization and guides learners to test it using a number of specific examples.

The focus of the cognitive theory is constantly on learning as active, mental process. The role of the teacher is to arrange and present new information in such way that learners can relate the new information to their own mental structure and previous knowledge. In language teaching, the teacher should encourage learners to consciously think and talk about the language to increase their competence and performance.

Language development has become important to the education for all age levels. According to Lerstrom (1990, p. 3) “Professional and personal success is related to a person’s ability to speak, listen, read, and write effectively”. In order to provide successful language learning, Pesola (1991, p. 340) suggested that storytelling is “one of the most powerful tools for surrounding the young learner with language”. Including storytelling in the curriculum can improve the level of learning in these four language skills (Wilson, 1997). In addition, storytelling is a creative art form that has entertained and informed across centuries and cultures, and its instructional potential continues to serve teachers.

Storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and in order to instill moral values (Rives Collins and Pamela J. Cooper, 1997). Crucial elements of stories and storytelling include plot, characters, and narrative point of view. The earliest forms of storytelling were thought to have been primarily oral combined with gestures and expressions. With the advent of writing, the use of actual digit symbols to represent language, and the use of stable, portable media stories were recorded, transcribed and shared over wide regions of the world. Stories have been recorded on film and stored electronically in digital form. Traditionally, oral stories were committed to memory and then passed from generation to generation. However, in the most recent past, written and televised media has largely surpassed this method communicating local, family and cultural histories.

Therefore, this study will develop a multimedia courseware based on storytelling approach by Henry Jenkins, 2009. The courseware will focus on narrative, descriptive and procedure text. The function of the courseware is to attract student attention on learning types of text in reading which create based on local character and stories in Indonesia especially KEPRI which are Raja Ali Haji in Penyengat.

When the courseware is ready, this study will identify the student perception towards the courseware and how the courseware interest student in learning types of text in reading.

1.4 Objective of the Study

The objectives of the study are:

- i. To design a storytelling courseware to help students in understanding types of reading text especially descriptive, narrative and procedure.
- ii. To identify students' perception towards storytelling courseware in understanding types of reading text based on the following perspectives:
 - a. The design of the multimedia courseware
 - b. The influence of the multimedia courseware towards students' achievement.
 - c. Students' feedbacks on the suitability of storytelling technique in the multimedia courseware for learning types of text.
- iii. To identify students' perception towards multimedia courseware based on gender

1.5 Research Question

The research questions of the study are:

- i. What are student's perceptions towards the design of the multimedia courseware?
- ii. What are students' perceptions on the influence of the multimedia courseware towards student achievement in understanding types of reading text?
- iii. What are students' feedbacks on the suitability of storytelling technique in the multimedia courseware for learning types of text?
- iv. What are students' perceptions towards the multimedia courseware based on gender?

1.6 Theoretical Framework

Reading proficiency is a fundamental component of language competency. However finding topical texts at an appropriate reading level for foreign and second language learners is challenge for teachers. Types of text understanding for learner is needed to be consider of the application in teaching and learning process. So, the teacher must have a way to improve the student in understanding the types of text.

Here this study will use the story telling to attract the students in enhance the types of text. Drill ability is a one of the principle of storytelling that have 'depth of engagement' to create story arc that allows people to deep dive into its complexities and uncover nuances. This makes it far more engaging for the true fan as they have a reason to keep coming back. Multiplicity over continuity, Most of traditional

advertising communications speak about ‘continuity’, but in fact the success storytelling comes down to ‘multiplicity’, where people are encouraged to have different perspectives on characters. (Henry Jenkins,. 2009).

1.7 Scope of the Study

The storytelling courseware that was developed focused on understanding the types of reading text. It is designed for first year student in Senior High School number 1 in Kepulauan Riau Province. The scope of the study is focusing in understanding types of reading text especially descriptive, narrative and procedure.

This study only identified the effectiveness of the courseware in general.

1.8 Significance of the Study

This project imposes important significance to certain parties such as students and teachers.

i. Students

This courseware could help students the first year student in Senior High School number 1 in Kepulauan Riau Province to understand types of reading text. This courseware is a new way of learning type of text and also to attract the student attention in learning types of text in reading especially descriptive, narrative and procedure.

ii. Teachers

In education teacher acts as a facilitator and he or she must be creative in delivering teaching and learning process. The competence in using the technology is needed for teacher and become the essential part of design the material in teaching learning system. It is clear that the potential to improve teaching and learning with computer technology is not without condition. Computer technology must be used appropriately in order to be effective (McCombs, 2000)

This study will give an overview to teachers how multimedia courseware can help students in learning types of text in reading. The finding will tell the teacher how multimedia courseware can attract students in learning.

1.9 Definition of Terms

To further understanding of this study, a few specific definitions have been used to explain the meaning in order that what does it mean.

1.9.1 Multimedia

Multimedia is the use of a computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create, and communicate (Hofstetter Fred T., 2001).

i. Text

Text is perhaps the most fundamental element of any multimedia project.

ii. Graphics

Graphics can be incorporated into a multimedia project in the form of photographs or designs.

iii. Sound

Sound can be added to a multimedia presentation from a variety of sources.

iv. Video

Moving images or video can be incorporated into a multimedia project as QuickTime movies.

v. Animation

Graphics that contain movement are often referred to as animation.

1.9.2 Reading Text (Genre)

Text is a unit of language expressing meaning contextually (Toteles, 2009)

i. Narrative

A narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. (Wikipedia, 2010)

ii. Descriptive

A descriptive text is a text which lists the characteristics of something. a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. (Larson, 1984)

iii. Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps (Wikipedia, 2010).

1.9.3 Storytelling

Storytelling is the conveying of events in words, images, and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and in order to in still moral values. Crucial elements of stories and storytelling include plot, characters, and narrative point of view (Wikipedia, 2010)

1.10 Conclusion

This study discusses about multimedia courseware to enhance the acquisition types of text in reading. Hopefully the courseware can attract students in learning and the teachers can find a new way in teaching and learning process.

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