

DESIGNING “VERBHOUSE” TEACHING MATERIALS TO SUPPORT TEACHING ENGLISH VOCABULARY IN JUNIORHIGH SCHOOL

Ikram Wahyu Ramadhan, Ikhsanudin Ikhsanudin, Eka Fajar Rahmani

Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak

Email: ikramwahyur@student.untan.ac.id

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Abstract

This study aimed at designing a multimedia-based product as supplementary material. It is known as VERBHOUSE. The product purposes were to help an English teacher in SMP Negeri 1 Anjongan teach English Vocabulary, especially English action verbs for year-8 students, and find out if it is suitable in supporting the English teachers. The product materials were designed based on “Bahasa Inggris for year-8 students in Junior High School” textbook. Moreover, the researcher gathered the data through an interview and that was supported with open-ended questionnaires. In analyzing the data, the researcher used an internal analysis. The researcher had developed the product within three phases of ADDIE: Analysis, Design, and Development. The researcher conducted the interview and distributed the questionnaire in the Analysis phase. The researcher then started to design the first draft in the second phase. VERBHOUSE consisted of four main menus, House, Exercises, Guide, and Credit. The product contained 40 English action verbs materials, exciting pictures, sounds, video, and provided explicit texts to the user. Furthermore, in the development phase, the researcher used an internal evaluation to measure the product. From the findings, it is indicated that the VERBHOUSE is suitable for classroom use. In short, this study has relatively succeeded in creating multimedia materials for year-8 students as supplementary materials.

Keywords: ADDIE, VERBHOUSE, PowerPoint, Vocabulary

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INTRODUCTION

In a teaching-learning activity, teaching materials is very important because it is the core or focus of the activity. Teaching material is defined variously by many experts. Ikhsanudin (2020) defined teaching material as any instruments used for the teaching-learning process. It is all forms of materials arranged systematically to help teachers or instructors implement the learning process to create an environment

or atmosphere that allows students to learn (Hamdani, 2011). To utilize the teaching materials effectively, multimedia shall play an important role.

Multimedia is the use of several media to present information in general terms (Ivers & Barron, 2002). In education, specifically, multimedia help teachers in the classroom learning process. The teachers can use multimedia to help them as a means of teaching students, meaning it makes teachers easier in delivering or presenting information to students. It is useful to make an exciting classroom atmosphere, an effective and interactive advertising, interactive education medium, and facilities the learning supported by various aspects such as audio, video, animation, text, and graphics, and network and internet fields (Rachmat & Alphone, 2006).

However, it is not easy for teachers to find the best and suitable multimedia platforms to present teaching materials, which is one of the cores of teaching-learning. That is why, many teachers still used traditional teaching aids such as coursebooks and the whiteboard, which made the students uninterested and not enthusiastic in learning (Petrus, 2018). A similar case also happened in SMPN 1 Anjungan, West Kalimantan. Based on the preliminary research, the researcher found out that the students that school, especially at year-8, were not enthusiastic in the English class due to the traditional teaching media that the teacher used. As a result, the students there could not absorb the materials well, especially related to English vocabulary. Lacking of vocabulary due to traditional teaching aids has also been revealed by Kamila (2019) and Agustiawan & Leonardus (2018), which found out that most junior high school students lacked vocabulary. In fact, vocabulary is very important to learn and use English.

From the problems above, it can be figured out that teachers, in this digital era, have to be more innovative and creative in the classroom (Ikhsanudin, 2020) to help their students mastering vocabulary. One of the tools which can help them is PowerPoint presentation from Microsoft Corporation. Researchers such as Bachri (2019), Amal (2020), and Ramadanti (2016) have done studies related to the use of PowerPoint presentations in EFL class, which resulted in positive results that Powerpoint is indeed bringing many impacts on the EFL classrooms. Furthermore, a study done by Nouri and Shahid (2005) revealed that the Powerpoint presentation has been powerful to stimulate prior knowledge, gain attention, construct a new understanding, and giving feedback.

In relation to the matter above, the researcher in this research came out with the solution to help English teachers, especially English teachers in SMPN Anjungan, by designing a presentation application called VERBHOUSE. It provides a different kind of materials and audio-visual experiences in learning English. The VERBHOUSE is designed to be used as supplementary material for the teacher to teach English vocabulary in the classroom, taken from the students' textbook. Supplementary material is important to support the main material as McGrath (2002) stated that supplementary materials were designed for learning purposes which were taken from other relevant sources.

In designing the VERBHOUSE, the researcher followed a similar concept from the previous studies, however, PowerPoint was the software that the researcher used to

design the product. The features in this application were really helpful to make the product more interesting because it shows colored text and images with simple animation and sound (Fisher, 2003). The researcher highly expected the product could help the teachers, particularly for teaching vocabulary, as well as to make students become more enthusiastic in teaching-learning process.

RESEARCH METHOD

The methodology used in this research was Research and Design method by Richey and Keilh (2007). The researcher's purpose was to help the teacher resolve students' problems, which were to encourage the teacher's teaching process and students' enthusiasm for learning English in the classroom. The researcher followed the ADDIE model in designing the product. Moreover, VERBHOUSE was only developed within three ADDIE phases: Analysis, Design, and Development.

Analysis

In the analysis phase, the researcher leads off with interviewing the teacher and distributing an open-ended questionnaire to the students to gather the essential information such as analysis of the teacher, the students, the school condition, and the teacher and students capability toward ICT. In short, in this phase, the researcher had found some information, problems, and needs of the students and the teacher in the classroom.

Design

In this phase, the researcher started collecting the appropriate materials, such as pictures, videos, and sounds. The materials were gathered from the students' textbook. The researcher selected the collected pictures, sounds, audio, and selecting supported software for this research forward. After that, the researcher set to design the first draft of VERBHOUSE.

Develop

In this phase, the researcher set off developing the product by using software chosen from the previous phase. The researcher named this multimedia "VERBHOUSE." In making the product easier to get or share, the teacher or students are able to download it through this link <https://cutt.ly/XjA2uKx>.

The researcher's process in developing the product. Firstly, the researcher started with developing the product by using Microsoft PowerPoint. Furthermore, the researcher conducted an internal evaluation to determine whether the product fulfilled the criteria. Furthermore, the researcher conducted the small-scale implementation. The implementation participants were eight 9th semester students of the English Education Study Programme. The researcher got some comments from the participants. The comments were mostly about grammatical errors, and some buttons of the product were not working correctly. Moreover, the researcher revised the multimedia based on those comments.

Meanwhile, the research participants were an English teacher and 30 year-8 students in

SMPN 1 Anjongan. Moreover, the data collection technique, the researcher used an interview and open-ended questionnaire to gather the qualitative data and measurement technique for the quantitative data.

The tool of qualitative data was an interview. Tomal (2010) states that interviewing consists of asking questions of an individual or a group of individuals and obtaining their verbal responses. The researcher has used the interview to obtain the teacher's verbal responses or information, such as the problems, students, and school condition. The open-ended questionnaire was used to gather information about students' needs related to the product. Then, internal evaluation was a measurement technique that the researcher used in this research. Harvey (2004), internal evaluation is a process of a quality review undertaken within an institution for its own ends (with or without external peers' involvement). The researcher used the technique to analyze the product.

RESULT AND DISCUSSION

The findings are divided into two sections: ADDIE results and the VERBHOUSE descriptions. The sections are explained below:

ADDIE Result

The first three phases of ADDIE were used to design the product. The findings are described below:

1. Analysis Phase

Table 1. Analysis phase result

No	Aspect	Result
1	Analysis of the teacher condition	<ol style="list-style-type: none"> 1. The teacher still used traditional ways in teaching vocabulary 2. The lack of students' vocabulary 3. The teacher believes mastering vocabulary is an essential basic aspect that should be mastered by the students in learning English
2	Analysis of the students	<ol style="list-style-type: none"> 1. The students' belief that multimedia in teaching-learning English is important 2. The use of pictures, sound, and video in multimedia can make them enthusiastic in learning
3	Analysis of the teacher and students toward ICT	<ol style="list-style-type: none"> 1. The teacher and students already have good enough knowledge and ability to operate computer or mobile phone programs 2. The teacher and students are familiar with the software that the researcher used to design the VERBHOUSE.
4	The analysis of the school	<ol style="list-style-type: none"> 1. the school already provides the facilities to support proper teaching-learning, such as LCD projectors, speakers, and wi-fi. Furthermore, a computer lab has also existed in the school, which

can use for a class consist of 30- 40 students.

Table 1 showed the aspects and the result of the Analysis phase. The researcher found some information, problems, and needs of the students and the teacher in the classroom through the interview and the questionnaire. Based on the interview, the researcher found that the teacher faced several teaching English problems in the classroom. Meanwhile, the researcher focused on one issue, which is the lack of students' vocabulary.

2. Design Phase

Table 2. Design phase result

No	Aspect	Result
1	Designing the first draft of VERBHOUSE	1. Materials 2. Pictures 3. Audio 4. Video
2	Choosing software and supporting website	1. Microsoft PowerPoint 2. Google Translate 3. Adobe Photoshop 4. Freepik.com

Table 2 above showed the design phase's result where the researcher collected and selected the appropriate materials, pictures, and sounds. The materials were collected from the students' textbook. Furthermore, the researcher chooses some software such as adobe photoshop to edit the product pictures, Google Translate to get the voice-over, and Microsoft PowerPoint to combine all of the media into one draft in slides form. The researcher then chooses Freepik.com as a supporting website where the researcher can download some HD quality pictures for free then put them into the product.

Moreover, the researcher started to select the collected materials, pictures, audio, and video that are more relate and suitable to use or put in the product. Then, the researcher can conduct the next phase.

3. Developing Phase

In this phase, the researcher designed the full draft of VERBHOUSE. The researcher developed the selected materials, pictures, audio, and video into one draft by using Microsoft PowerPoint. Furthermore, the researcher measured the multimedia by using an internal evaluation to evaluate whether the product is fulfilled all of the criteria or suitable for the teacher. The result of the internal evaluation can be seen in Table 3 below.

Table 3. The Final Result of The Internal Evaluation

No	Criteria	Yes	No
1	The materials are based on the textbook “Bahasa Inggris for Year-8 students in Junior high school.	√	
2	The materials are focused on the English vocabulary	√	
3	The materials are structured	√	
4	The exercises based on the material	√	
5	The contents are grammatical	√	
6	The text used in multimedia are visible	√	
7	The visuals are clear	√	
8	The sounds are clear	√	
9	All of the buttons are working properly	√	
10	The guide to using the multimedia	√	
11	The materials are based on the textbook “Bahasa Inggris for Year-8 students in junior high school”	√	
12	The materials are focused on the English vocabulary	√	
13	The materials are structured	√	
14	The exercises based on the material	√	
15	The contents are grammatical	√	
16	The text used in multimedia are visible	√	
17	The visuals are clear	√	
18	The sounds are clear	√	
19	All of the buttons are working properly	√	
20	The guide to using the multimedia	√	

Table 3 showed that the VERBHOUSE is fulfilled all of the criteria in the internal evaluation. Therefore, the researcher concluded the VERBHOUSE is already suitable to support the teacher in teaching, especially for teaching English vocabulary to the students.

Product Descriptions

The name of the product is VERBHOUSE. This product is created to support the English teacher in teaching English vocabulary, particularly action verbs. The final product designs look like an animated slide. In the first, the researcher presented the home page of VERBHOUSE.



Figure 2. Home page of VERBHOUSE

There are four main menus, such as House, Exercises, Guide, and Credit. The house buttons on the home page contain two sub-menus, materials and video. There are 40 English action verbs materials in the materials menu. It can be seen on the figures below.



Figure 3. Materials menu

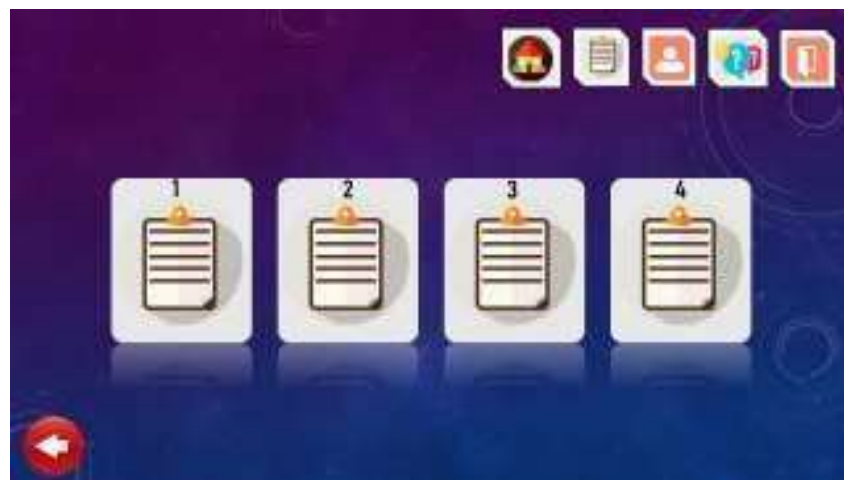


Figure 4. Material Menu

Furthermore, the Exercises menu contains 20 questions Fill in blank practice for the students. The guide button contained the instruction, how to use the multimedia. The last is the profile button showing the creator or researcher's information. Those menus can be seen in the features below.

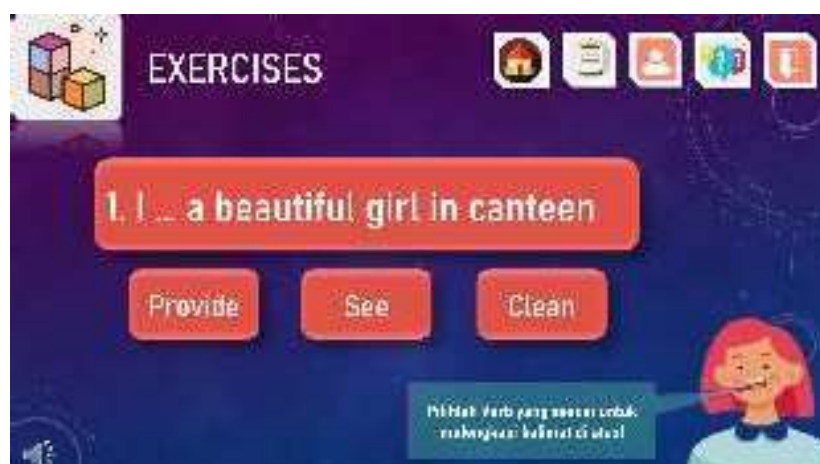


Figure 5. Exercise Menu



Figure 6. Guide Menu



Figure 7. Credit Menu

Discussion

The importance of using suitable teaching media and students' needs has become a significant concern in the teaching process. The successful teaching is not to force, but rather to stimulate students' desire" (Tolstoy, 2008, p. 212). Therefore, teachers should try their best to obtain students' interests and make them have a strong passion and enthusiasm to participate in the teaching-learning process. Zhen (2016) stated that multimedia is a kind of media that can show various sounds, images, animation, and other effects, firmly grasping the students' interest. It also can stimulate the students' desire to study. In short, multimedia can be helpful for teachers in teaching.

Moreover, the researcher found an English teacher who faced some classroom problems. The lack of students' English vocabulary was the main issue in this classroom. It made students difficult to understand passages and tasks in the textbook that the teacher used in class. Nation (2001) stated that the relationship between vocabulary knowledge and language use is complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. It means that vocabulary is an essential aspect of language learning. Then, the teacher still used traditional teaching methods, particularly in teaching vocabulary. One of the evidences was from the interview that the researcher conducted in the analysis phase. The teacher stated

that she usually asked the students to remember the vocabulary. She writes down several vocabularies on the whiteboard and asking students to remember the words one by one. Thus, the researcher suggested that supportive multimedia is needed to help teach and increase students' enthusiasm for learning.

Therefore, the researcher was decided to design a multimedia presentation by using Microsoft PowerPoint to help the teacher. Fisher (2003), PowerPoint Presentation has some advantages in English language teaching, such as PowerPoint presentation is easy to obtain, modify, and create. It can be shared. Then, PowerPoint presentation can be used for the whole class presentation. Therefore, the researcher used PowerPoint to create the product. The framework which was used in designing the product was from Reddi & Mishra (2003). They point out several elements that must be considered by the researcher. The elements were the objectives, the content, media options, and the evaluation option. The researcher then conducted an Internal evaluation as the product's measurement technique. In short, the research's product had been fulfilled all of the criteria that the researcher made from the result of the interview and teacher suggestions. It can be seen on the outcome of the internal evaluation.

The strengths of the VERBHOUSE are visual and audio-visual that the product provides to the users. It can attract the user to learn by using the product more than reading the written materials. Furthermore, the text in the product is visible. The researcher believes that clear text is an essential aspect, making it easier for the user or students to see what the product provided to them, in this case, the content. Hence, the researcher can make sure that the product is applicable, and the user will not be confused about using the product.

The product also has a drawback, which was the product consisted of several verbs that the researcher selected from the textbook's first four chapters. There are still some chapters of the book where the researcher can take more verbs from the rest of the branches. Moreover, the product can be redeveloped by the teacher or users. They can add several materials and media such as the vocabulary, audio, visual, and videos on the product. The researcher

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the finding, the researcher drew some conclusions. First, the ADDIE model has been powerful in developing and designing the research' product. In this case, the researcher only conducted the first three phases of ADDIE. It helped the researcher to design a structured product properly. Second, the VERBHOUSE resulted in this research consist of four main menus, House, Exercises, Guide, and Credit. The product's objective was to support the teacher in teaching English Vocabulary by providing interesting materials in the form of multimedia to students. And, the last is the VERBHOUSE is suitable to support the English teacher in teaching vocabulary for Year-8 students in SMP Negeri 1 Anjongan as supplementary material.

Suggestion

Based on the evaluation of the research process and results, some suggestions are provided to all parties who are going to use and improve this study. Firstly, the users are able to redevelop the product, such as adding more English vocabulary and videos

for teaching. Furthermore, this study can be a source or reference to the ESP researcher in conducting further research relevant to the problems. It can also be used as a reference to other researchers dealing with helping teachers improve their teaching skills by using multimedia. Lastly, to the users, especially the educators and teachers, it is very important to analyze the students' needs before using the VERBHOUSE because it focuses merely to the 8-year students of SMP Negeri 1 Anjongan.

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