

The Effectiveness of Multimedia in Teaching Writing to Students with Different Learning Styles

Manikowati^{1✉}, Dwi Anggani Linggar Bharati²

¹Bureau of Multimedia Development for Education and Culture, Indonesian Ministry of Education and Culture

²English Language Education Postgraduate Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 29 December 2016

Accepted 05 July 2017

Published 01 August 2017

Keywords:

Multimedia,
Learning Style, Writing,
Recount Text

Abstract

This research was to analyze the effectiveness of Interactive Multimedia Instructions (IMIs) in the format of game (GIMI) and in the format of tutorial (TIMI) implemented in Task-Based Learning (TBL) for the students with visual and auditory learning styles in performing writing of a recount text. To obtain the data, the research method of this study was quantitative by using 2x2 factorial experimental research design. The data collection was done by giving the VAK questionnaire and conducting the pre-test and the post-test. The data, then, was analyzed by using t-test and ANOVA. After doing the investigation, it was found that there was significant difference of the students' performance in writing a recount text after learning by using IMIs. It means that the use of IMIs is effective. Then, there was an interaction between the implementation of TBL by using such media and the students' learning styles in getting their writing performance. Even though, it did not give significant influence. Thus, it can be concluded that although the interaction among those variables did not give significant influence, the use of IMIs exactly made their learning result effective both for the students with visual and auditory learning styles.

© 2017 Universitas Negeri Semarang

✉Correspondence Address:

Jalan Jenderal Sudirman Senayan, Jakarta 10270

E-mail: manikmanikowati@yahoo.co.id

p-ISSN 2087-0108

e-ISSN 2502-4566

INTRODUCTION

English, in Indonesia, is not as the native language that will be used by the people sooner after being delivered. Ellis (1994) said that English is as a foreign language that will be used after some years later. Consequently, the people need extra energy and time to master the language. Predictably, there will be some constraints faced before they easily conduct a communication in English.

Halliday (1994) states that communication actually happens in a text. A text is a semantic unit. It is called a text if it is meaningful. A text is influenced by culture. Culture produces text types/ genres. There are many types of genre- descriptive, procedure, narrative, recount, etc. Each genre has own purpose. It means that each genre has own characteristic. The generic structure and language feature of one genre will be different from others'. For those, genre must be learnt.

Halliday (1991) stresses that a text also occurs in a context of situation. There are three elements of the situational context- field, tenor, and mode. Field is the subject matter, what is coming in the text. Tenor is who involved in the text. Mode is the channel, through what the text is communicated, written or spoken. A written communication is conducted through writing. It needs, then, a writing skill to express any ideas, thoughts, arguments, etc.

Harmer (2007) states that in order communication to be successful, a writer must deliver the goal/s clearly and convey the ideas in certain prescribes ways, order the messages coherently and cohesively, and know the target readers well. For mastering the writing skill, it is not as easy as turning the palms of the hands. There must be some efforts to conduct. One way of the efforts is by learning it in a formal environment, a school.

School can be a formal setting for the Indonesian people to teach and learn English. As stated by Ellis (1994) that formal learning is held to take place through conscious attention to rules and principles and greater emphasis is placed on the mastery of 'subject matter' treated

as decontextualized body of knowledge. Unfortunately, sometimes the setting is broken because the teacher does not concern to the individual background in the learning process. Regarding to the unique learning styles of the students, the teacher should complement himself/ herself with appropriate strategies. If it is necessary, he/ she can implement a proper learning medium as the channel of pedagogical process.

Naz and Akbar (2012) state that when media being used are designed properly they produce some impacts. They can save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, prove a point, and aid memory. In short, by using such media, it is hoped that the students will get the impacts, including to those in the vocational high school.

Vocational high school is a level of secondary education with specific purposes. With the characteristic, teaching the students of vocational high school is considered to be different from those in the other levels. Unfortunately, the conditions are different in some cases. In addition, Subahi (2013) found some difficulties faced by the students of vocational high school dealing mind-capacity and their language competences and skills- particularly in writing. Considering to the phenomenon, it is better for the students of vocational high school to use a kind of proper medium in their learning of English, such as Interactive Multimedia Instruction, which is then, called IMI.

Interactive Multimedia Instructions (IMI) is considered as the proper learning media used in teaching and learning of English. Heinich et.al (1996) defines IMI as the integrated media using computer to interact with the contents inside. From the definition, IMI consists of integrated media elements such as pictures/ graphics/ charts, movies, animation, audio, and text. Moreover, IMI is completed with the interactivity. With the power owned, IMI can be designed in any formats, including tutorial and game. Tutorial IMI (TIMI) is a kind of IMI that the contents are delivered like a tutorial method. Meanwhile, Game IMI (GIMI) is a kind of IMI

that the contents are delivered through a game. By using those media, it is assumed that the students with visual or auditory learning style will prefer to learn so that they can optimize the result of learning achievement in writing recount English text.

The implementation is predicted won't be effective without a proper method applied by the teacher along the learning process. As stated in Education Ministry Regulation No. 70 in the year 2013 that learning in vocational high school is built based on the experimentalism. It means that the students must gain their own target through the learning process they followed. One of the methods assumed better implemented in vocational high school is Task-Based Learning (TBL).

Brown (2007) defines TBL as the method that views the learning process as the communicative task linking the curricular goals and the purposes extended beyond the practice of language for its own sake. Tasks engage the learners into the genuine problem-solving activity and point them beyond the forms of language alone to the real-world contexts. Similar with Brown's statement, Harmer (2007) stated that TBL makes the performance of meaningful tasks central to the learning process. It makes the students focusing on the completion of the task.

Considering those phenomena, this research was conducted to analyze the effectiveness of Interactive Multimedia Instructions (IMIs) in the format of game (GIMI) and in the format of tutorial (TIMI) implemented in Task-Based Learning (TBL) for the students with visual and auditory learning styles in performing writing of a recount text.

METHODS

This research employed a quantitative design. It was to find the effectiveness of the TBL by using IMIs in perform recount text writing. In this case, 2 x 2 factorial research design was applied.

The population of this study was 10th grade of Vocational High School students in

automotive expertise in SMK N 1 Semarang. The samples of the population were 16 students for each group with 8 students with visual learning style and 8 with auditory learning style. So, the total samples for two groups were 32 students.

There were three instruments used in this study. The first instrument was the learning style criterion questionnaire. It was adopted from VAK learning style questionnaire published by Swinburne University of Technology. The questionnaire consisted of 30 items. The items dealt with the preferences towards visual, auditory, and kinaesthetic. From the instrument, it can be seen whichever options the students chose determine their learning preferences which later determine their learning styles. The second instrument was lesson plans. This instrument was used as the guidance in implementing the treatments for the groups- the students learning with TIMI and GIMI. Each group received treatments for six times. The third instrument was the writing assessment. This instrument was used to score the students' writing results. This refers to Brown's suggestion (2007) that is in accordance with that of O'Malley's (1996).

In collecting the data, there were four main steps conducted. The first step is to find out the students' learning styles. All of the students in the 10th grade of the SMK N 1 Semarang was given VAK questionnaire to know their types of learning styles, whether they belonged to visual or auditory. For the next step, the students belonging to the learning styles were tested to write a recount text as their pre-test. The following step was to give treatments to the two experimental classes. In the final research step a post test was given.

RESULTS AND DISCUSSIONS

There are three main results detailed in this article. They are about the students' learning styles, the implementation of TBL using IMIs-TIMI and GIMI, and their effectiveness of the learning results.

Regarding the students' learning styles, it is found that there were 29 students having

visual learning style, 23 ones with auditory one, 32 ones with kinaesthetic, and five ones with combination. In class of TKR 1, from all the students taking this questionnaire, there were eight ones with visual learning style, four with auditory, 6 with kinaesthetic. In class of TKR 2, it is found that there were 13 students with visual learning style, six with auditory, nine with kinaesthetic, and two others with combination learning style. In class of TKR 3, there were four students with visual learning style, seven with auditory, six with kinaesthetic, and one with other style. In class of TKR 4, there were four students with visual learning style, six with auditory, 11 with kinaesthetic, and two with the combination style.

Table 1. The Result of VAK Learning Style

Class	V	A	K	Others	Total
TKR 1	8	4	6	0	18
TKR 2	13	6	9	2	30
TKR 3	4	7	6	1	18
TKR 4	4	6	11	2	23

In case of the strategy implementation applied, the treatment classes used Task-Based Learning by using Game Interactive Multimedia Instruction (GIMI) and Tutorial Interactive Multimedia Instruction (TIMI). In addition, the application of media used was adapted to the flowcharts of those media.

The essentials of the flowcharts were applied into five meetings and one in the sixth meeting to review all the materials. Therefore, there were twelve meetings treated in the two experimental classes. The implementation was planned in the lesson plans. The following is the lesson plan generally implemented in TB.

Table 2. The TBL using IMIs Implemented in Learning Recount Text

Pre-task Stage 10 minutes		
The teacher		
<ul style="list-style-type: none"> Introduced and defined the topic the students learned. Informed and instructed the students the task they had. Ensured the students understand the task instructions. 		
The students		
<ul style="list-style-type: none"> Noted down the task instructions. Took a few minutes preparing for the task individually. 		
Task Stage 60 minutes		
The Students	Task	Report
Observed something dealing with the students' experience in their school autoworkshop by using IMIs- TIMI and GIMI	Planning Asked the lesson they followed or answered the questioned based on the lesson.	Associated the lesson they had by taking note the importance.
The Teacher	Acted as language advisor.	Gave brief feedback on the students' understanding.
Post Stage Analysis		20 minutes
The Students	Rewrote the material they learnt and communicated orally to others.	Practice The Teacher Motivated the students to build confidence.
The Teacher	<ul style="list-style-type: none"> Reviewed the activity with the class. Suggested other useful words, phrases, and patterns to students' attention. 	The Students
		<ul style="list-style-type: none"> Tried to develop new things based on the material they learnt.

Dealing with the effectiveness of TBL using IMIs for the students with visual and auditory learning styles, there were seven data being analyzed. The findings are as follows.

First, it is the effectiveness of TBL by using GIMI in learning recount text writing to the students with visual learning style. After conducting the post-test writing, it was found

that there was a learning progress on the students with visual learning style. The progress is about 23%. Then, it was found that since p value (0.000255) is less than 0.05, H_0 was rejected. It means that there was a significant difference of the students' performance in writing a recount text after learning by applying TBL using GIMI. Moreover, the average score of the students in post-test (70.67) was higher than the basic standard of learning English in SMK N 1 Semarang, 65.

Second is about the effectiveness of TBL by using GIMI in learning recount text writing to the students with auditory learning style. It was found out that there was descriptively progress of learning by applying this strategy, about 43%. In addition, since p value (0.001037) is less than 0.05, H_0 is rejected. It means that there is a significant difference of the students' performance in writing a recount text while learning by applying TBL using GIMI.

Third is the effectiveness of TBL by using TIMI in learning recount text writing to the students with visual learning style. It was found out that there was descriptively progress of learning by applying this strategy. The progress is about 25%. Then, since p value (0.00003) is less than 0.05, H_0 is rejected. It means that there was a significant difference of the students' performance in writing a recount text while learning by applying TBL using TIMI. In short, the implementation of TBL by using TIMI was effective for the students with visual learning style in performing recount text writing.

Fourth is about the effectiveness of TBL by using TIMI in learning recount text writing to the students with auditory learning style. It was found out that there was descriptively progress of learning by applying this strategy, about 33%. It was also found that since p value (0.013483) is less than 0.05, H_0 is rejected. It means that there was still a significant difference of the students' performance in writing a recount text while learning by applying TBL using TIMI.

Fifth is the effectiveness of TBL by using GIMI in learning recount text writing to the students with visual learning style compared

with that of the students with auditory one. Based on the data gained, it was found out that the group of students with auditory learning style got higher progress of learning rather than the group of those with visual one. However, the group of students with visual learning style had p value less than p value in the group of those with auditory one. It was 0.000255 compared with 0.001037. It means that the implementation of TBL by using GIMI worked more for the students with visual learning style than for those with auditory one.

The sixth is about the effectiveness of TBL by using TIMI in learning recount text writing to the students with visual learning style compared with that of the students with auditory one. According to the data, the students with auditory learning style had better learning progress rather than those with visual one. The learning progress by implementing TBL using TIMI for the students with auditory learning style is 0.33. Meanwhile, those with visual learning style was just 0.25. Based on the data obtained, it was found that the group of students with visual learning style still got higher learning result rather than the group of those with auditory one. The group of students with visual learning style had p value less than p value in the group of those with auditory one. It was 0.00003 compared with 0.013483.

The last analysis is about the interaction among the use of IMIs in TBL, the students' learning styles, and the students' writing performance of recount text. It was found that there was interaction between the use of IMIs in TBL and the students' learning styles in performing writing of a recount text. It can be shown in the following figure 1.

From the data interaction it was found that in the above table, 0.194638, is more than significant value, 0.05. Since P-value is more than the significant value, 0.05, H_0 is accepted. It means that there was no significant influence of the TBL using IMIs- GIMI and TIMI and the students' learning styles in getting the writing performance of a recount text.

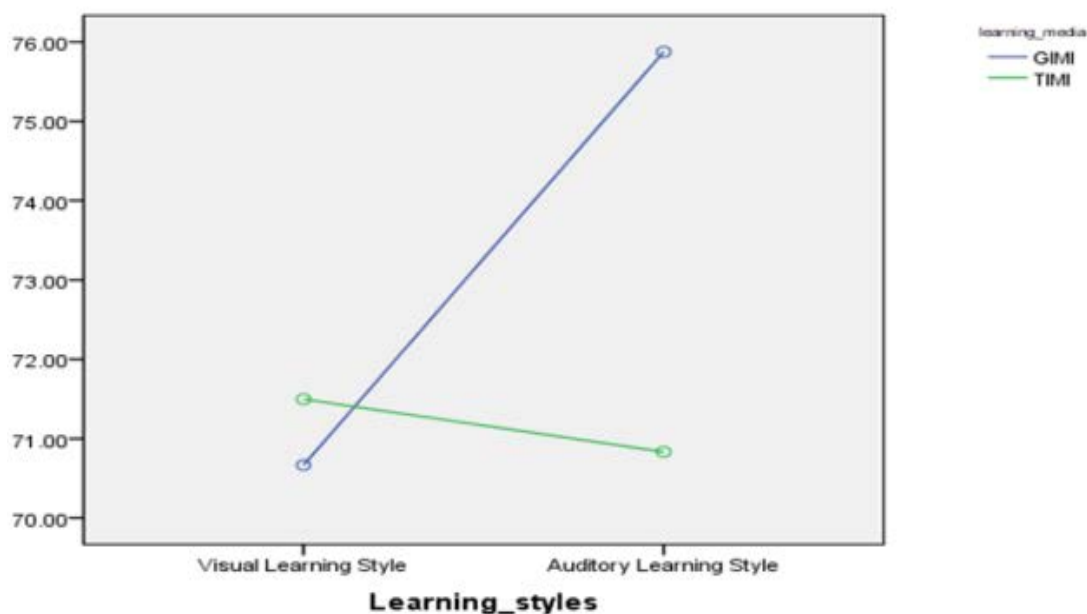


Figure 1. The Interaction among the use of IMIs in TBL, the Students' Learning Styles, and their Writing Performance of a Recount Text

From the discussion, it can be concluded that there is no significant influence of the implementation of TBL by using IMIs- TIMI and GIMI for the students with visual and auditory learning styles in performing their writing of a recount text. However, the use of media itself was effective for the students, both for those with visual learning style and auditory one in performing writing of a recount text.

CONCLUSION

Based on the results obtained, it can be concluded that although there was no significant influence between the use of IMIs implemented in TBL and the students' learning styles in performing their writing of a recount text, the significant difference of their learning results before and after the learning process showed that this implementation was effective. participation. Their perception of the implementation of CR helped the teachers planned and adjusted the discussions based on their perception.

Considering the results of the research, there are some suggestions to follow up. Even, it can be consideration for the next research. First, it is better for the teacher knows their learning styles. By knowing their learning styles, the

teacher can best prepare in teaching and developing the students' performance of English. Next, it is better for the next implementation to apply self-assessment by the end of the process. By doing so, the teacher will be able to know authentically the students' performance progress. Dealing with the media used, IMIs- GIMI and TIMI, it is better for the teacher to augment his/her teaching with the media when teaching students having the learning styles, particularly to the students with visual learning style. The last but not the least, it is better for researchers to find out other components that may relate to the students in achieving their performance of English, especially in writing skill.

REFERENCES

- Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education Inc.
- Ellis, R. 1994. *The Study of Second Language Acquisition*. London: Oxford Applied Linguistics
- Halliday, M. A. K. 1991. *Contexts of Language Education: The Notion of 'Context' in Language Education*. Available at <http://annabellelukin.edublogs.org>

- Halliday, M. A. K. 1994. *An Introduction to Functional Grammar* (2nd Ed.). London: Edward Arnold.
- Harmer, J. 2007. *The Practice of English Language Teaching* (4th Ed.). Harlow: Pearson Education Limited.
- Heinich, R. et al. 1996. *Instructional Media and Technologies for Learning*. New Jersey: Prentice Hall, Inc.
- O'Malley, J.M. and Pierce L.V. 1996. *Authentic Assessment for English Language Learner. Practical Approaches for Teachers*. Boston: Addison-Wesley Publishing Company Inc.
- Subahi, M. M. 2013. *Common Difficulties and Solutions in Teaching English as a Foreign Language*. A Presentation.