

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to listening, developing material, interactive multimedia, Lectora Inspire, and previous study.

2.1 Listening

2.1.1 Definition

Listening is one of receptive skills in English. It means that in the listening process, the listener will get and understand the spoken information, but not producing it. That definition supported by the explanation from Rost (2002). The expert stated that listening is a process where the listener conducting an understanding from the spoken information. The next explanation about listening came from Ur (1996) in Zulmi (2013). He said that in doing listening, the listeners should understand each word from the audio to get the meaning of the information. Based on the explanation, it means that listening is a difficult process because the listener should catch each word to understand the information. It makes the students should pay more attention to each words' meaning rather than comprehend the context.

The other definition came from Morris (1969) in Arono (2014). He described that listening is a process which consist of activities such as hearing the audio, giving attention, giving perception, doing an evaluation, and giving response. Meanwhile Tarigan (1986) in Arono (2014) stated that listening and hearing has different meaning in language teaching. Hearing is the activity when someone spontaneously hears the oral information while listening is a process when someone purposely listen the oral information. It sum, listening is an

activity when the listener giving attention and focus to the spoken information in order to get their understanding about the spoken language.

Moreover, Richard and Rubin (1997) in Yunita (2015) said that listening is the process where the listener understands the monolog input and visual aspect of the information. It means that listening is a process when the listeners not only try to understand or interpret the oral information, but the listeners also should comprehend the visual aspects of the language.

Based on various explanations above, it can be conclude that listening is a process or activities which consist of some activities start with hearing, giving attention, understanding, interpreting and responding the content or meaning of certain information from the audio and visual input.

2.1.2 Listening for Senior High School

Since 2006, the renewed curriculum was applied namely school based curriculum or KTSP. This curriculum proposed the students to be mastered in four skills, one of them is listening. Listening becomes very important skill for students in Senior High School because in listening, students must be able to understand, analyze and respond the information from the audio.

Based on KTSP Syllabus, there are two standards competence of listening skill for tenth grades students in Senior High School, especially for the first semester; 1) Students should understand the transactional and interpersonal conversation in daily context, 2) Students should understand the short functional and simple monologue text, such as recount, narrative and procedure text in daily context.

Based on Sulistyanto (2015). He explained that teaching listening for Senior High School has some purposes; first, it is to reach informational level, because the students are prepared to continue their education to higher level. Second, it is to create the aware of the students about the important of English to improve the passion of nation competition in the world.

2.1.3 Types of Listening

Based on the purpose of listening, Harmer (2001) divided listening into six types. Those types are:

- a. Identifying the topic, the listeners should decide what the content or the topic of the spoken information that they hear.
- b. Predicting and guessing, the listeners need to comprehend the meaning of the information after they finish identify the topic. They can guess or predict the content of the information.
- c. General understanding, the listener try to understand the meaning of the spoken information generally, not in every single word.
- d. Listening for the specific information, the listeners will give more attention to the specific or important information that they looking for.
- e. Listening for the detail information, the listeners will try to understand all of the detail information.
- f. Interpreting text, the listener can see more literal meaning of words in the passage by using variety of hints to comprehend the speakers' message.

2.1.4. Teaching Listening

Based on Wilson (2008), listening activities divided into three stages: pre-listening, whilst-listening, and post listening. Here the brief explanation about the stages:

1) Pre-listening

Pre-listening stages provides the activities that facilitate the students in preparing what they are going to listen and learn. The purpose of pre-listening activity is to prepare students for listening, to ensure students success, and get students excited about listening materials. Here is the three parts in pre-listening activities:

a. Think-About.

The purpose of this stage is to activate students' prior knowledge, the activities such as; giving opinion, share knowledge about topic, look at the picture, brainstorm topic, talk about a map, chart, etc.

b. Vocabulary.

Here the students gets new vocabularies to be listening for, the activities such as; review vocabulary, match word with pictures or definitions, give word list and ask students for short summary, and true/false task.

c. Predict.

Here the teacher can give the students the activities such as guessing or predicting the meaning of vocabularies, predict from the title what will be said, study a character chart, outline missing parts of paragraph.

2) Whilst-listening

This is the main stage in teaching listening activity. Here the students tend to listen carefully if they have a purpose or a task to perform based on the audio. Here are the three choices for doing while listening:

a. Listen to main idea

This listening activity is for understanding the general information of the audio. The activities such as draw what is described in the monolog text/dialogue, write down key phrase and some details.

b. Listen to specific events

Here the students categorize and make the timelines of the information. The activities such as outline a process, categorize or rank the content, match or order picture.

c. Listen to details.

The teacher can apply the activity such as multiple choice, do close exercise, complete chart or graph, fill the gap, take a phone message

3) Post-listening

This stage was some follow-up activities after listening, not necessarily for checking understanding, but to give the students satisfaction of knowing they can apply what they have just heard to their learning or, even to their life.

The post-listening activities are often based on something form pre-listening or while-listening activities. Post-listening should not be looked as testing. It is merely checking to see if the students understood the passage or materials and can use what they heard in the future. In this stage the students usually asked to discuss or conclude the materials that have been learned,

students can make a story map about what they have learned, students also can draw most important information based on the material that they learn.

2.2 Developing Material

2.2.1 Definition

Tomlison (1998) described material as anything which used to improve the students' knowledge in teaching and learning process. It can be in the form of textbook, DVD, video, article, etc. He also stated developing materials as anything which have been done by the developer, writers, teachers or students to provide sources of language input and promote the language learning.

In developing good materials, the researcher should consider the basic of good materials. Based Tomlison (1998), he explained that there are some principles for good materials. 1) The materials should reach the impact 2) Materials should make the students comfortable 3) Materials should appropriate with the students' need and condition 4) Materials should give the students opportunities to use the target language to reach the communication purposes.

2.2.2 The Processes of Designing Materials

Tomlinson (1998) explained the material design consists of five steps. They are:

- a. Identification, the developer identifies the learning needs.
- b. Exploration, the developer explores the area of the learners' need or problem.
- c. Contextual Realization, the developer begins to write the materials by finding the appropriate topic, idea, content, text or input.

- d. Pedagogical Realization, the developer determines suitable exercises or activities.
- e. Physical Production, the developer begins to design the materials such as layout, colors, font size, etc.

2.2.3 Materials Evaluation

The materials which have been developed must be evaluated. It used to know whether the materials are appropriate with the students' need or not. Ellis in Tomlinson (1998) suggests five stages in conducting task evaluation.

a. Description of the task

In this stage, the developer specifies the content of the task; include input, procedures, language activity, and the outcome.

b. Planning the evaluation

In this stage, the developer needs the various dimension of prior planning. The developer needs to make various decision about what the information to collect it, when and how to collect it.

c. Collecting information

In this stage, the developer collects the information about how the task was performed, information about what learning took place, and the information about teacher's and students' opinion about the task

d. Analysis of the information collected

In this stage, the developer decides whether the data analysis will be provided in quantitative or qualitative form or both.

e. Conclusions and recommendations

The last stage was conclusion and recommendation. In conclusion, the developer concludes the results of material analysis that have been developed. And in recommendation, the developer concern proposal for the further teaching or study. In BSNP (2007), it shown that the material evaluation of textbook evaluated from several aspects, including the content appropriateness, the language appropriateness and the appropriateness of the presentation.

2.3 Interactive Multimedia

2.3.1 Definition of Interactive Multimedia

Recently many teachers already used multimedia in the classroom in order to support the teaching and learning process. The teacher uses it in purpose to attract and motivate the students in learning English. According to Reddi and Mishra (2003), they said that multimedia is an integration of multiple media element such as audio, video, text, picture, animation, etc. into one systematic program that is more benefit for the user than any individual elements. This definition directly shows us about the elements of multimedia which consist of video, DVD, text, audio, etc.

Meanwhile, the definition of interactive multimedia is explained by Phillips (1997) in Mishra and Sharma (2005). They argued that interactive multimedia is the combination of text, pictures, sounds, animation, and video which are organized into some coherent program in the form of computer software which allow the user to control it by using computer.

Related to those explanations, Richard and Schmidt (2002) add that multimedia can be categorized interactive when they involve a question on the

computer, a response from the students, and feedback from the computer which tell the students whether the answer is correct or not. It means that interactive multimedia can provide the users to learn by their own. The users will get the feedback after they response the questions.

Based on the explanation above, it can be conclude that interactive multimedia is a combination of various media such as text, audio, video, animation, and picture into a one system under the computer which the user can control and get the feedback from it. In the classroom context, the interactive multimedia hopefully can facilitate the students to learn in interesting and effective way.

2.3.2 Elements of Interactive Multimedia

As mentioned above, multimedia are the combination of text, audio, images, animation and video into one package (Reddi and Mishra, 2003). The definition of each element is as follows.

1. Text

Text consists of some words or sentences to give information with digital symbols. Text is commonly used to label or name the title screens, menus, and buttons.

2. Audio

Bhatnagar, Mehta and Mitra (2002) in Afiana (2013) divided audio into two types namely content audio and ambient audio. Content audio presents the information to the students in narrative form. Meanwhile, ambient audio provides the background music and sound effects to strengthen the message,

attract the users' attention, and give a good mood for the students during the use of multimedia.

3. Images

Images give an important part in multimedia. It can attract people attention by combining the image with the words in the multimedia. Images or graphics are expressed in the form of picture, painting, photograph, or clipart.

4. Animation

Animation is a moving picture which helps the students to imagine the dynamic process in the text.

5. Video

Video in multimedia give the students the illustration of the information. It consists of audio and visual elements. Reddi and Mishra (2003) recommend two choices of video in interactive multimedia: very short video clips (not more than a minute or two) and highly compressed video files such as MPEG files.

2.3.3 Criteria of Interactive Multimedia

In this study, the researcher needs criteria as guide in developing the product, thus the goal of interactive multimedia can be reached. Based on Stenlar (1997). He stated that there are some criteria for effective interactive multimedia. They are:

1. Screen Design

An interesting screen design can help the students to focus on the material, develop their interest, help them to organize the information and facilitate lesson navigation.

2. Interaction

The interaction uses rhetorical questions, thus the students can stimulate their curiosity and thinking about the contents.

3. Feedback

The effective feedback is given on the same screen with the question and student response. Feedback should be provided immediately following a student response in order to correct the answer directly.

4. Navigation

An effective navigation item should be located consistently throughout a program. There should be buttons which allow the students to exit the program, go next, go back, go to the main menu, go to the sub-menu and go to help screens, etc.

5. Color

Effective colors should use maximum three until six colors per screen. The color must be consistent with the program and it is important to choose appropriate colors for the program. The most important is the colors are not distracting the text or information in the multimedia.

6. Animation

Effective animation should motivate and attract attention from the users and highlight the important information.

7. Audio

An effective audio should visualize the images that will be presented on the screen during the narration, use style and tone which appropriate with the

students' language ability, knowledge and vocabulary. Use simple language and the audio should be clear.

8. Video

An effective video should be appropriate with content. The video should related with the topic and strengthen the concepts of materials.

2.3.4 The Advantage of Interactive Multimedia

Zhu (2010) mentions five advantages of using multimedia in the classroom. 1) Interactive multimedia increases the quantity of information and improved class efficiency. 2) Interactive multimedia gives the students direct feedback, thus they can learn from their result. 3) Interactive multimedia help the teacher to integrate the teaching materials by using variety elements and information, thus the teaching and learning process become effective. 4) Interactive multimedia helps to strengthen students' critical thinking. 5) Interactive multimedia presents a media for teachers and students as well as students and students to communicate.

In addition, Arono (2014) stated that by using interactive multimedia students can (1) develop their listening skill because they create active, creative, and effective learning process (2) improve their critical listening skills than audio learning media because listening is not only consists of audio aspect but also visual aspect integrated with multimedia.

In conclusion, the implementation of interactive multimedia in the classroom influence the teaching and learning process in term of its efficiency, amount of information, and students interactivity. Interactive multimedia also

motivates students and involves them directly in the teaching learning process; it makes the teaching and learning process become more interesting.

2.3.5 Instructional Design of Interactive Multimedia

Berger & Kam in Taylor (2004) stated that instructional design is the process of analyze the learning needs and goals and the development of delivery system to meet the needs which consist of the materials development, activities, try out, and evaluation of all instruction and students' activities. There are many instructional designs which used to develop interactive multimedia. One of them is ADDIE models which proposed by Taylor (2004). The procedure consists of analysis, design, development, implementation, and evaluation. The models can be shown below.

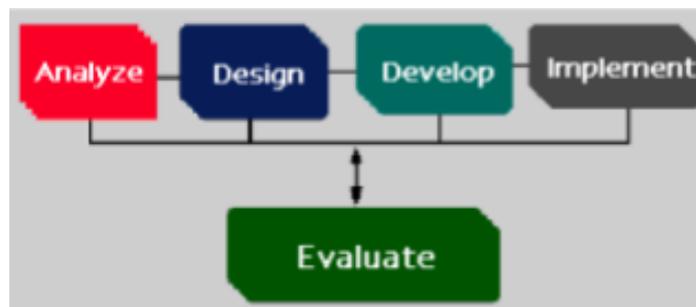


Figure 2.2. Instructional Design Proposed by Taylor (2004)

Figure 2.1: ADDIE model proposed by Taylor (2004)

Here are the explanations of the steps:

1. Analysis

In this stage, the researcher conducts the need analysis. It used to collect the information about the students' need as the principle of the developing the materials.

2. Design

In this stage, the result of need analysis will be used as guidance to develop the course grid, flowchart, and storyboard based on the result of need analysis.

3. Development

In development stage, the researchers develop, collect or create the materials and input. Then the suitable materials are integrated in interactive multimedia using certain software.

4. Implementation

In implementation stage, the researcher try out the product to the students in order to get the students' responses and to know whether the product is effective or not.

5. Evaluation

The last stage is evaluation. In this stage, the interactive multimedia will be evaluated by the experts. Then the researcher will revise the product based on the experts' feedback. After revised the product, the researcher got the final product.

Based on the explanation above, in developing interactive multimedia for listening materials, the ADDIE model proposed by Taylor (2004) is adapted and used. It is because the procedure is suitable with the aim of this study.

2.4 Lectora Inspire Application

2.4.1 Definition of Lectora Inspire

Lectora Inspire is the authoring tools for e-learning and it is developed by Trivantis Corporation. The founder of this application is Timothy D

Loudermilk in Cincinnati, Ohio, America in 1999. From beginning, this software is developed to fulfill e-learning needs. This application is used to create a presentation, assessment and online training course in the teaching and learning process. It can be used to create learning needs in offline or online form. If the user installs Lectora Inspire, automatically the user will be able to install other software such as Flypaper, Camtasia, and Snagit. Below is the explanation of the software.

a. Flypaper

Flypaper is the software which assists the user to create the animations in interactive multimedia. By using this software, the user can develop and share the interactive flash content in flash.

b. Camtasia

Camtasia is the software which assists the user to create, edit, and produce an audio or video recording in interactive multimedia.

c. Snagit

Snagit is the software which will assist the users to transform, create, edit the screen capture into learning tools quickly and easily.

Lectora Inspire provides some features in providing the learning material and helps the user to create dynamic video and flash e-learning content. This application helps the researcher to create learning material such as test by using any combination of true/false, multiple choice, matching, hot spot, drag and drop, and short answer formats. The users can integrate the other elements such as video, audio, text, and picture in this application.

The product from Lectora Inspire can be published to a variety of outputs such as CD-ROM, Single file executable, and HTML. In addition, Lectora Inspire is well-matched with any standards based learning management systems.

2.4.2 The Procedure of Making Product using Lectora Inspire

To create an interactive multimedia using Lectora Inspire, the user needs to install this application in PC. After installed the application, the user can begin to make a new project. In the beginning the user will see the getting started screen. The getting started screen provides several ways to create a new project or course, open existing content, access valuable learning resources, find the latest in Lectora news, access review link, and access Lectora inspire tools. Here is the display of the getting started screen of Lectora Inspire 16.



Figure 2.2: The Getting Started Screen of Lectora Inspire

There are 3 main areas in Lectora Inspire, they are menu and toolbar, title explorer, and work area.

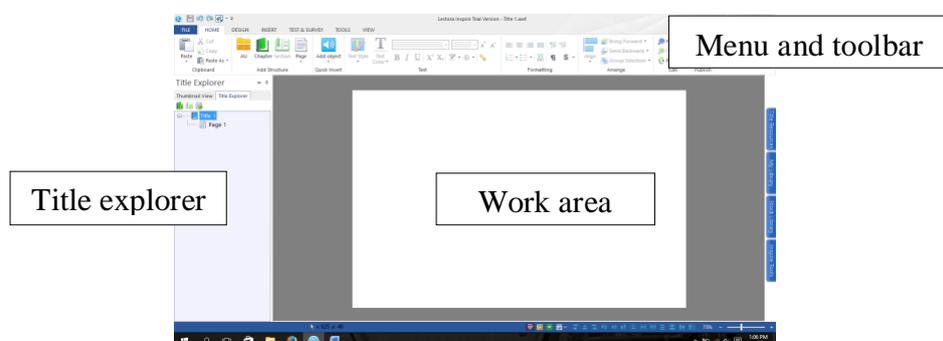


Figure 2.3: Main areas in Lectora Inspire

In making interactive multimedia using Lectora Inspire, the user needs to follow some steps. The following are the steps of using Lectora Inspire:

- 1.) Activate the getting started menu followed by clicking the ‘new blank title’ icon.



Figure 2.4: New Blank Title Button of Lectora Inspire

- 2.) Give name or rename the product by double clicking the title 1 and write the name. For example, the user changes “Title 1” becomes “Interactive multimedia”

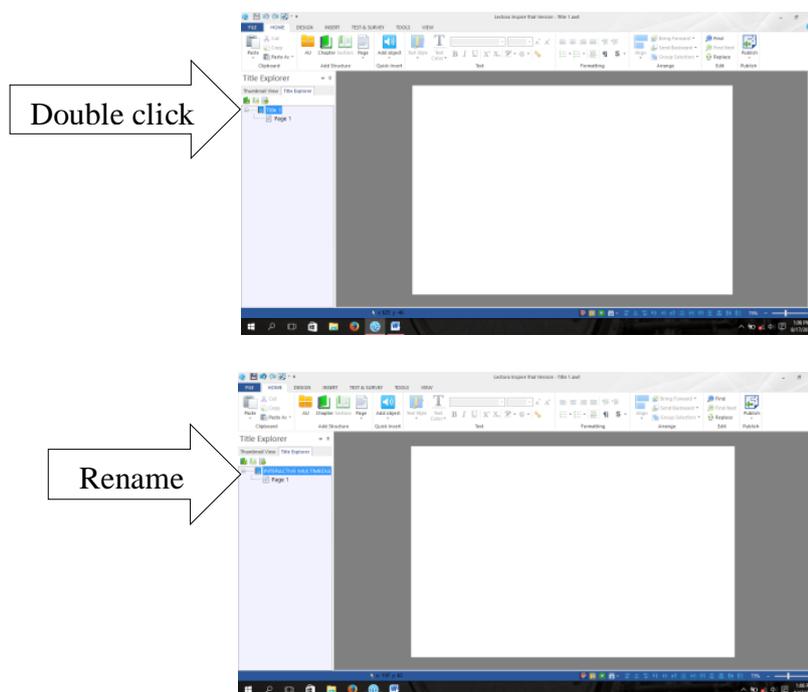


Figure 2.5: The Title in Lectora Inspire

- 3.) Choose the layout design or create your own design by choosing the blank theme.

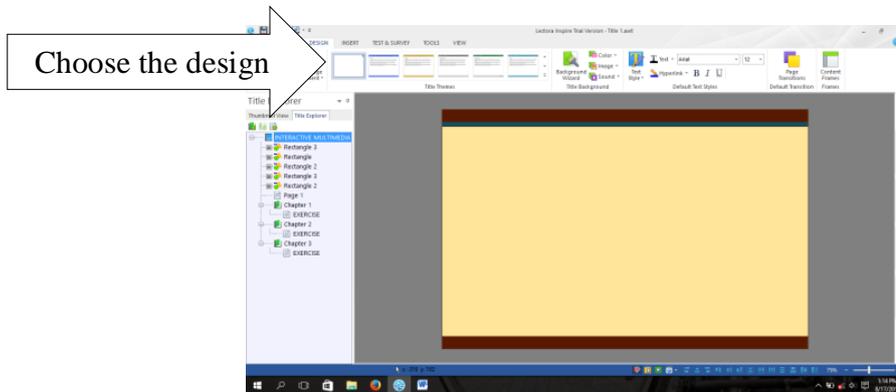


Figure 2.6: Layout Design in Lectora Inspire

- 4.) Click the chapter icon to add some chapters or click page icon to add some pages.

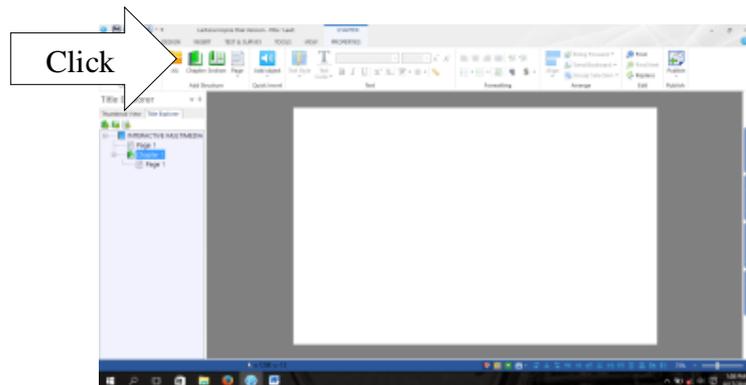


Figure 2.7: Chapter Button in Lectora Inspire

- 5.) Write or develop the content or exercises in the work area.

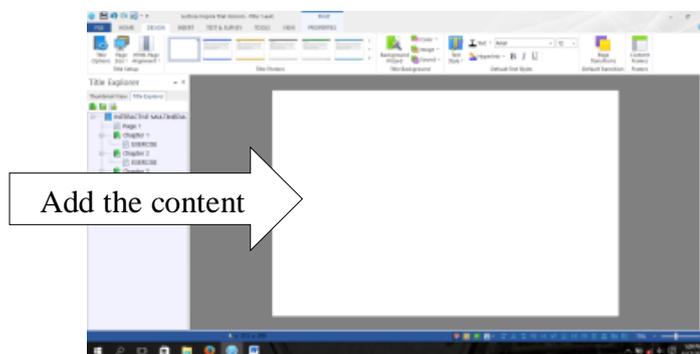


Figure 2.8: Work Area in Lectora Inspire

The user can add some pictures, clipart, animations, characters, buttons, video, etc. by clicking the insert button, and choose the icon.

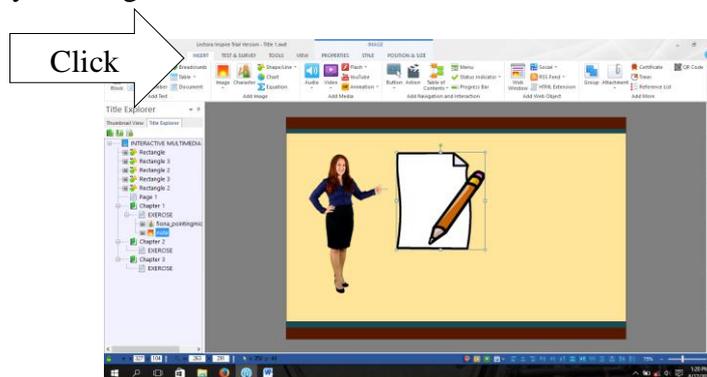


Figure 2.9: Insert Button in Lectora Inspire

6.) Create some exercises by clicking “test and survey” icon. There are some options, including question, test, and survey. To create some exercises the user can click the “question” button or “test” button. If the user wants to create the exercise with scoring facility, the user can choose “test” button.

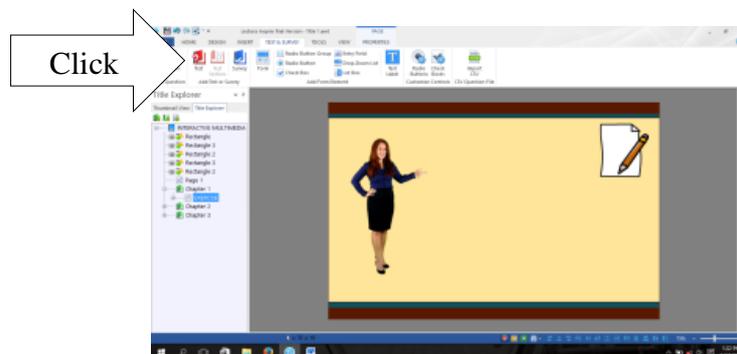


Figure 2.10: Test Button in Lectora Inspire

7.) Choose the activity task, it can be True or false, Multiple choice, Fill the blank, Number entry, Matching, Rank or Sequence, Drag and drop, Hot spot, Short answer, Essay or Likert.

8.) Add some navigation buttons and actions in the slide.

9.) After the user fulfill the entire chapters with the design, activities, input, navigation button, and action, click “save” button.

10.) Choose “file” icon, then click the “publish” button to publish the product.

The user can publish it in the form of executed single file, html, or CD-ROM. The learning media is already to use.

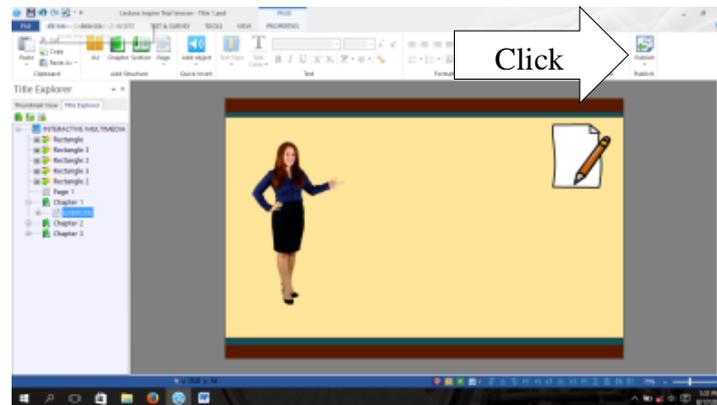


Figure 2.11: Publish Button in Lectora Inspire

Based on the explanation above, in this study the researcher will use Lectora Inspire Application as the software in developing the interactive multimedia for listening materials. It is because the application provides appropriate aspects which needed by the researcher in developing interactive multimedia.

2.5 Previous Study

To avoid the replication, the researcher relates this study with the previous research. This study intended to develop an interactive multimedia for listening material by using Lectora Inspire. The study has been conducted to find the use of Lectora Inspire to develop interactive multimedia for English listening material using Lectora Inspire. Another study has been conducted in “Developing Interactive Multimedia for Teaching Writing Descriptive Texts For Seventh Grade Students at SMP Negeri 2 Mertoyudan” by Sufi Afiana (2013). In her study, she uses Lectora Inspire software in developing her interactive multimedia.

Based on her study, the use of Lectora Inspire is very interactive, because this application is able to become students' and teacher guide. She said that by using Lectora, students are motivated in learning descriptive text. They also can study descriptive text by themselves because this application is easy to be used.

The other similar study has been conducted by Kamat and Shinde (2009). They found that the students' awareness on the use of multimedia and interactivity is very positive. The students think that by using interactive multimedia the teaching and learning process become more interesting. It makes them feel motivated in learning English. They also found that interactive multimedia is useful and favorable to be implemented in teaching learning process.

The next study has been conducted by Ratna Yunita entitled "Developing Interactive Learning Multimedia for Listening Materials of the "When English Rings A Bell for Grade VIII Students of Junior High Schools (SMP/MTS)" Textbook. The finding of the study shows that the developed interactive learning multimedia for listening material was appropriate. The content and media aspect of the interactive learning multimedia were considered appropriate as the listening materials in teaching learning process for grade VIII students of junior high school. In conclusion her research is effective.

According to previous study above, it can be conclude that interactive multimedia is very useful in learning. Therefore, interactive multimedia for English listening can be one of the learning media that can be developed for ten grades students in senior high school.