CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion on the Revised Product

The use of computer in language learning via computer can help to improve the efficiency of student's learning because of its ability to present information in texts, sounds, animations and pictures (multimedia).

Santo Yoseph Catholic Elementary School is one of the schools in Surabaya which use computer in their teaching and learning process. In order to support the activities using computers, this school collaborates with BSW-Gramedia, (a computer education institute and software provider, where the writer has been working for more than seven years) that provides computer and educational software, including English software.

Related to English software at the school, the most commonly used is for vocabulary learning. This is true according to the theory of language learning that vocabulary is an important element in language learning and should be a central activity in the beginning levels.

However, the reality at the school has showed that the vocabulary software which is commonly used is a computerised picture dictionary. This kind of program focuses only on words, where the students are given a list of pictures with the meaning through translation (Bahasa) in isolation. There is no information about how the word is used and associated. Consequently, many

students find difficulties in using the words because they only know the words and the meaning in isolation.

To overcome the problem above, the writer thought that it is useful to develop additional vocabulary software which emphasizes on context The software was developed through the needs analysis (by interview and questionnaire). Then it was designed and developed by the writer in conjunction with a computer programer and an animator. Next, the software was evaluated by experts and tried out through individual, small group and field try out. Based on several phases as explained above, it can be concluded that the software has been designed carefully to make it interesting and useful for the prospective students. The developed software contains the following components:

(a) motivating on first screen, (b) learning objectives, (c) organization of the sofyware, (d) content, (e) feedback, (f) aesthetic, (g) navigation, (h) media integration, (I) help option and (j) operating software. The components are discussed below.

1. **Motivating on First Screen**

It is important to have an attractive appearance in the beginning part of the software; hopefully, it can attract the user's motivation to use the software, especially if the users are young learners who may lose their interest quickly and are less able to keep motivated. According to Dick and Carey (1985), the first factor that should be considered in the instructional module is some ways to gain the learners' attention to the program. They added that an attractive coloured cartoon and human story can be used as an attention gaining

material. Designing attention gaining materials for the beginning part of software needs to consider a number of factors. Besides interesting and motivating the material relevant to the topic of the program. Pictures and animation illustrate the topic, and the story or song should be relevant to the topic. Bowen (1991) states that pictures as visual aids in classroom language should be appropriate with the purpose of the lesson. In addition, Bradin (1999) notes that visual effects are significant to learner's concentration in learning. The motivating on first screen in the developed software consists of pictures, animation, and the story. The animations, pictures and the text on the motivating on first screen were designed attractively, so the students interested in using the software. The content of the story are also relevant with the topics, so that the student get the description before learning.

Learning Objective

A good software provides clear objectives for the students so that they will know what the content is about, and what they should achieve at the end of leaning. Boling (1999) states that clear objectives should be communicated to the students. In addition, Dick and Carey noted that in the pre-instructional activity part, the objectives can be stated in the beginning of the instructional material, so that students will understand what the material is about. In the software, the objective is stated in the form of text. The topics are presented after the story, so the students can choose the topics they want to learn.

2. **Organization of the Software**

The sequence of topics in the software should be well designed. The material in the software is divided into relatively small parts based on the topic. Each topic consist of parts based on the learning strategy as mentioned in the previous chapter; getting the new words part, learning the meaning of new words part, and memorizing words part. Each part in the in the topic is distinguished by a different colour so it will be easy for the students to follow the material in the software.

3. **Content**

The content consists of the three topics (action verbs, clothes and seaside). Each of topics is emerged in reading or listening skills. The students read and listen to the target words given in the story, song and the dialogues. Then, the activities for the content use language skills such as writing (in the exercise part) and speaking(the students sing and repeat the target words).

4. **Feedback**

Feedback is to inform information to the learners about their answers, whether they are correct of incorrect. In the developed software, itt is available in the form of voice and animation. The students will notice whether their response or answer is right or wrong.

5. **Aesthetic**

The role of aesthetic is to motivate students towards the program, so they would use the software again and again. In this software, the animation and

picture are attractive so the students would enjoy seeing the animation. In addition, the activities are also designed in a way that can make the students use the software with fun, such as singing and matching pictures.

6. **Navigation**

In this software, navigation is designed with the strict control to force the learners to concentrate on one task at a time, and allow them to move to the next section after they have finished the task. In addition, the strict control navigation also avoids the learners to click any area in the software that may make them get lost in the software.

7. **Media Integration**

.In the implementation phase, the writer and the team were trying to unsure that the sound, animations, and pictures was ready to be used by the users. TIn result,media integration in this software can run properly. The sound, animation, pictures and text can be integrated each

8. **Help Option**

Help option is available in this software to help the students manage the software easily. Besides providing instructions in English, the software also provides the help option which may be suitable with the students' level of language ability, i.e., the instructions are given in Bahasa Indonesia, so they will know what they have to do in each part of the software.

9.   **Program Operation**

Based on the result of field Try-out to the students, they did not find difficulties to operate the software. They could use the software independently and they also agreed to use the software as a supplementary material for vocabulary learning.

The strengths and the weaknesses of the developed product

The strengths of the developed product are:

1. The product can be used as a supplementary learning material for English subject.

2. The product also can be used as a supplementary learning material for other subject, such as computer lessong.

3. The product can be used to improve on student's motivation and interest in learning.

4. The material of the software is suitable with the material of English subject for grade four students of Santo Yoseph Elementary school Surabaya.

5. The product is a good learning material, it was carefully designed through the series of try-out by students (phase I-V) and evaluation by subject experts.

The weaknesses of the developed product are:

1. The material of the product based on the condition of grade four student of Santo Joseph Elementary school, Surabaya.

2. The user of the product should have computer knowledge, because the product needs computer as a main device.

5.2 Suggestions

Based on the discussion above, it is necessary to give some suggestions:

1. Suggestion for utilizing this product

   The software can be used as a supplementary material along with the main learning resources, such as textbooks.

2. Suggestion for disseminating the product

   The software can be sold to bookstores, such as Gramedia and can also be distributed to schools.

3. Suggestion for further research

   The developed software could be compared to another software (through experimental research) to find out its effectiveness. In addition, similar software could be developed through further research for some other topics. They are very much needed by schools as alternative learning resources which are effective and interesting.

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