

Interactive Website For Teaching English As A Foreign Language

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Abstract

The objectives of this research were to (1) find out the students' needs in learning report text, (2) to find out how to develop an interactive website of report text, and (3) to find out the appropriateness of interactive website on report text material. This research adapted the Research and Development (R&D) design from Borg and Gall (2003). It consisted of research and information collecting, planning, develops preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, and final product revision. This research involved an eighth grade English teacher and 50 students of SMPN 2 Kota Serang. The research instruments used the students' open-ended questionnaires, semi-structured interview, students' assessment sheets, material, and media experts' validation forms. Data analysis showed that the students and the English teacher needed an interactive website. Moreover, Interactive Report Website (INTERPORTSITE) obtained 80% and 92% in preliminary field testing and 100% in main field and operational field testing from the material and media experts. Furthermore, INTERPORTSITE obtained 85, 12% in preliminary field testing, 89, 84% in main field testing, and 92,60% in operational field testing from the students. In conclusion, it was appropriate to be applied.

Keywords: interactive website, junior high school, media development, report text, research and development.

INTRODUCTION

Nowadays, the role of media in the teaching and learning process is required. It becomes one of the important factors which influence the student's motivation in their learning activity. Based on the National Education Ministerial Regulation No. 65 of 2013 regarding to Standard of Process, one of the educational principles is employing the Information and Communication Technology (ICT) to increase the efficiency and effectiveness of learning.

There are various kinds of the learning media based ICT which can be used in the teaching and learning process. One of appropriate media which is needed by the teachers and the students are

through the use of interactive website. Interactive website is the integration of digital media including combinations of electronic text, graphic, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes (England and Finney, 2011: 2). It proved that the use of website enables the students to be interactive in their learning process.

Furthermore, one of the appropriate learning materials which is learnt by the eighth grade students in 2013 curriculum is report text. It was considered by most of the students as one of the difficult materials regarded that report text has

many technical or scientific terms inside the text. Thus, it made them difficult to understand the text, find out the meaning of new vocabulary, identify the generic structures, grammatical structures and language features of text, and how to pronounce the vocabulary fluently from a report text.

Therefore, to solve the English teacher's and the students' problems in the teaching and learning report text, the use of interactive website was needed. According to Reddi & Mishra (2003: 04), "through interactive website, the process of learning will be more goal oriented, more participatory, flexible in time and space, unaffected by distances and tailored to individual learning styles, and increase collaboration between teachers and students." It meant that the use of interactive website created the fun learning and created the interaction between the students and teachers.

CONTEXT AND REVIEW OF LITERATURE

The Concept of Report Text

One of text types in writing which should be learnt by the students is report text. Report text is a kind of text which is used to describe the way things are, with a reference to a range of natural, manmade, social phenomenon in our environment (Gerot and Wignell, 2004). There are some generic structures of report text includes: first, general classification which tells what the phenomenon under discussion is;

Second, description tells what the phenomenon under discussion is like in terms of parts (and their function), qualities, habits or behaviours for living and non-living things. In conclusion, report text is a kind of text which is used to inform about natural or social phenomena. It has two generic structures; they are general classification and description.

The Concept of Interactive Website

One of the important aspects that should be considered in developing an interactive website was the function and the components itself. Interactive website is the integration of digital media including combinations of electronic text, graphic, moving images, and sound, into a

structured digital computerized environment that allows people to interact with the data for appropriate purposes (England and Finney, 2011: 2). The interactive component refers to the process of giving the user to control the environment by a computer (Phillips, 1997 cited in Mishra & Sharma, 2005). Thus, it enables the user to operate it interactively.

In addition, a web can be interactive if it uses other built-in software, modules or features aimed at creating an environment for a website or web application user to be actively engaged during visit or use (Odugbesan, Temitayo: 2003). Thus, the researcher focused to create an interactive website by combining a free website builder of WordPress ad two softwares of iSpring Suite and Adobe Flash to create an interactive quiz game.

METHOD

This research employed Research and Development (R&D) from Borg & Gall (2003) design. R & D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, the quality, or similar standard (Gall & Borg, 2003: 569). This research was conducted at the eighth grade students of Junior High School 2 Serang, Banten, Indonesia as the participants

Research Instrument and Procedures

The research instruments of this research used semi-structured interview, open-ended questionnaires, and close-ended questionnaires. This questionnaire was used find out the deep information about the eighth grade students' learning needs. Therefore, the open-ended questionnaires in this research were developed into ten items. Second, Semi-structured interview was used to conduct this research. It was needed to obtain the deep information about the teaching and learning report text, the difficulties in delivering material, and the students' learning's needs in the report text material. Third, close-ended questionnaires were used in the forms of the students' assessments, material, and media

experts' validation. It was needed to find out the appropriateness of developed media from the students, material, and media experts.

Based on the needs, only seven Borg & Gall's procedures (2003: 774) which were used as follow:

Research and Information Collecting

First, review some related literatures as a basic of research. From that literature, the researcher studied about some theories, the concept of reading material, the core and basic competency of report text in the senior high school based on 2013 curriculum. Second, the researcher distributed 50 open-ended questionnaires to eighth grade students to collect the information about their learning needs and conducted the semi-structured interview with an eighth grade English teacher.

Planning

In planning step, the product was organized and the researcher started to select the content based on the core and basic competency of report text in 2013 curriculum, the students' open-ended questionnaires, and the semi-structured interview in the previous step. It was needed to arrange the product and material to be prepared and developed for the next procedure.

Develop Preliminary Form of Product

The researcher developed the flowchart and course design for interactive website. The researcher used a WordPress website builder, iSpring Suite, and Adobe Flash CS6. WordPress is one of open source platforms which can be used to create an interactive web. Moreover, iSpring Suite 8 and Adobe Flash CS6 were the free software which could be used and installed to create an interactive learning content. In this study, the researcher used iSpring suite 8 to create an interactive quiz and Adobe Flash CS6 to create an interactive game. Then, it was published together with the content of material through WordPress as an open source website. In this step, the product had done and it had been ready for the preliminary field testing.

Preliminary Field Testing

After preliminary product finished, then it was tested to obtain the qualified evaluation of product. In this trial, it was tested in the small group class which involved half of research subject to determine the feasibility and appropriateness of the developed media. In this research, the developed interactive website was validated and assessed by the material expert, media expert, and half of the students. The results of students' assessments sheets and suggestions from the experts were revised by the researcher in the main product revision step.

Main Product Revision

In this step, the result from the preliminary field testing was used as feedback in revising and improving the product. It means that the product based on the students' assessment sheets and the result of experts' validation forms was revised to be prepared in the main field testing. Some revisions from the experts were considered to be revised and to be prepared by the researcher for the next step.

Main Field Testing

The developed product was tested again after revision to determine the value of product. This step determined whether the product under development meet its objective or not. The developed product was tested in large group class which consists of 50 participants. The students assessed the developed product. It was used to know how far the developed product meets its performance objective. In addition, the quality of materials and developed product was validated by the material expert and it was validated by media experts. The validations from the experts were used to collect the information that could be used to improve the media in the next step.

Operational Product Revision

It was the last step in these research procedures. This step determined whether the developed product was fully ready to be used or not. The researcher completed the developed product revision as a final product.

Operational Field Teting

This step was used to determine whether an educational product or developed product was fully ready for use in the school or classrooms

without presence of the developer. Thus, in order to be fully ready for operational use. Therefore, in this step, the researcher tested the validation of the operational model that had been produced. Besides, the developed media was validated by the material expert and media expert. After that, the developed interactive website was assessed by all of the participants. It was the final assessment and validation as an improvement of developed product.

Final Product Revision

The final product revision was essential quality control procedure and would not be regarded as further field testing of the course. The main use of this data determined whether the course package or developed product was complete. In this procedure, the researcher completed the final product revision. It was obtained from the material and media expert's validation and students' assessments as stated in the previous step. Thus, this procedure was used by the researcher to perfect the quality improvement of the interactive website as a final product.

Table - 1 : Validation Criteria for Students and Expert

Percentage	Criteria
76 – 100	Valid
56 – 75	Valid Enough
40 – 55	Less Valid
0 – 39	Invalid

FINDINGS AND DISCUSSIONS

Data analysis of this research revealed that there were three things that should be highlighted in this research. First, student's learning needs; second, the product development process; third, content quality of the product.

Students' Learning Needs

The data analysis of students' open-ended questionnaires showed that the students needed an interactive website. It was supported by the findings of the students' open-ended questionnaires and the semi-structured interview.

Data Analysis Technique

Based on the data collection techniques, the data was analyzed with the following ways. First, in analyzing the data based on the formulation of problems number one, the semi-structured interview and the students' open-ended questionnaires were analyzed through descriptive qualitative. However, for the semi-structured interview, it was transcribed into the textual form firstly. Then, those data were analyzed qualitatively. According to Miles and Huberman (2014: 12-14), the steps of data analysis in the qualitative consisted of data condensation, data display, and drawing or verifying conclusions.

Second, in analyzing the data based on the formulation of problems number two and three, the descriptive statistics was used to analyze the students' assessment sheets and the experts' validation forms. Those data will be analyzed by using descriptive statistics. According to Brown (2001), descriptive statistics is a set of procedures that are used to describe or characterize the answers of a group of respondents to code questions numerically. The calculation of product validity was categorized using the validation criteria which shown in the following table.

The analysis of student's learning needs revealed some results as follow:

First, most of the students wanted to have a learning activity which involved their interaction and participation. It was aimed to create a learning activity more communicative and interactive. Cairncross & Mannion (2001: 156) stated that "the use of interactive website is required to create high quality learning environments which actively engage the learner, thereby promoting deep learning". Therefore, it proved that the use of interactive website could engage the students' participation so that it was needed by the students in learning report text. In

addition, the students considered that the role of media was needed nowadays to visualize the learning material interactively. Therefore, it could increase the students' learning motivation and it could make the students easily to access the material through web.

Teacher's Semi Structured Interview

In addition, the data analysis of English teacher's interview showed that the English teacher needed to use an interactive website for teaching report text at the eighth grade students. It occurred because an English teacher considered that the use of learning media was very important to deliver the material easily and motivate the students' learning motivation. As an English teacher stated that:

"I agree if interactive website is used for teaching report text because it can make the teacher easily to deliver the material interactively, I think".

That statement was in line with Ambarita, et al (2017: 30) who argued that "interactive website can also help teachers to present the material effectively, efficiently, and more attractively, easily understood and clear; able to help teachers to provide students with practice questions of interest, and help students to better understanding the learning materials". Therefore, an interactive website could be used by the students and teachers.

In conclusion, either the eleventh grade English teacher or the students needed an interactive website. It was aimed to make the learning activity more fun and interactive. Thus, it could

make the students understand the learning report text easily and it could make the English teacher easily to deliver the report text material.

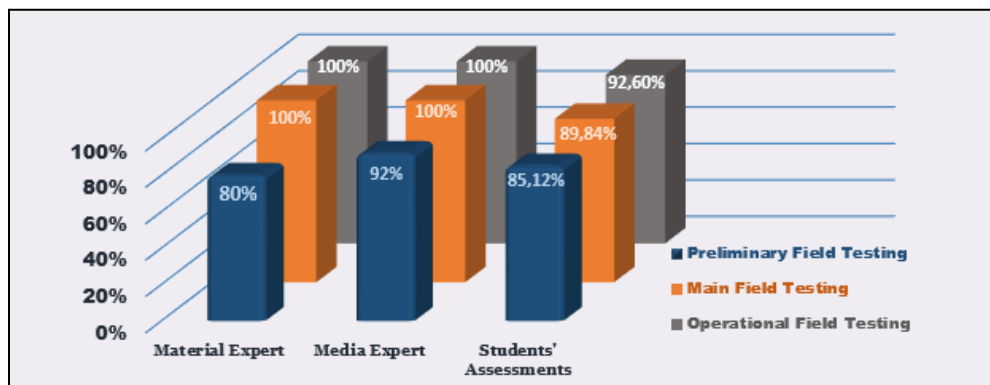
The Appropriateness of Product

Data analysis of research question number three showed that an interactive website was appropriate for teaching report text at the eighth grade students of Junior High School 2, Banten, Indonesia. The percentage score of material expert's validation form was presented in the following formula.

$$\text{percentage Score} = \frac{\text{sum of validation score } (\Sigma x)}{\text{sum of the highest score } (\Sigma xi)} \times 100\%$$

Based on the data analysis of percentage, the result of material, media expert's validation, and the student assessment sheets in the preliminary field and main field testing in interactive website was "Valid". It was proved by the quality of presented materials and the quality of interactive website from the material and media expert obtained percentage scores of 80% and 92% in the preliminary field testing and 100% in the main field testing. Furthermore, the quality of interactive website based on the students' assessments obtained the percentage scores of 85.12% in the preliminary field testing and 89.84% in the main field testing, and 92,60% in operational field testing. Those results were shown as follow:

Graphic 1: The Results of The Appropriateness of Product



CONCLUSION & SUGGESTION

Having known the result of English teacher's and the students' responses, it can be concluded that the use of interactive website was responded positively and it can be applied to create the enjoyable teaching and learning. The interactive components in interactive website gave a chance for the students to be active and it enabled them to obtain the feedback because interactive website was not only displayed, but also it can be controlled directly by the students and the English teacher. Furthermore, interactive website was useful for the English teacher to deliver the report text material interactively and to create the enjoyable teaching and learning.

It is suggested for an English teacher to pay attention their ability to operate the media based on the instruction. For the students, it is suggested to read the guidance about how to operate the media that will be used and understand the instructions inside the developed media they will use. In addition, it is also suggested for the further researcher who is interested in similar research is suggested to consider the time and what the students' needs are with different topic or skills they needed.

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