

**DEVELOPING LEARNING MEDIA FOR TEACHING DESCRIPTIVE
TEXT WRITING BY USING LECTORA INSPIRE TO THE TENTH
GRADE STUDENTS OF TRAVEL AGENCY AND TOURISM
PROGRAM IN SMKN 7 MEDAN**

*Febrasoni Marpaung

**Indra Hartoyo

** Nora Ronita Dewi

ABSTRACT

This research aimed to develop learning media for teaching writing descriptive text by using Lectora Inspire. This research was conducted by using educational research and development (R&D) proposed by Gall, Gall & Borg method through six phases: gathering data and information, conducting need analysis, designing media, experts validating, revising, and final product. The subjects of this research are 27 students of grade ten of Travel Agency and Tourism program of SMKN 7 Medan which is located in at Jl. STM 12 Sitirejo Medan. The data and data resources were the teacher's lesson plan, teacher's interview, and students' questionnaires result. After getting the last data, the media should be planned to be designed as the students' needs. The media were developed and had been validated by the experts. The percentage of the media from the experts is 90% that is categorized as very eligible. It can be concluded that interactive learning media is already appropriate to be used as a learning media in teaching writing descriptive text.

Keywords: Research and Development (R&D), Learning Media, Descriptive Text, Lectora Inspire, Travel Agency and Tourism program.

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

The rapid movement of globalization requires education to face the era in which technology and digital replace the 'traditional' education. The

technology in education improves as well. Some research have been conducted to create and to develop the quality of the education in many big countries all around the world. As the effect of that, there comes a new term that is called E-learning which stands for Electronic learning. Eliss, Ginss & Piggot (2009) state that E-learning is defined as information and communication technologies used to support students to improve the learning. For instance, the use of computer aided/assisted language learning and the use of digital-based media in teaching-learning process.

Based on the interview that had been conducted during the observation to the English teacher in SMKN 7 Medan as the preliminary data, the researcher found that Microsoft Power Point (PPT) was frequently used in teaching learning process. The media used has increased the information volume in teaching as well as saved large amount of time otherwise spent in writing on the whiteboard. Even though the use of PPT provides greater clarity compared to white board and thus will increase visuality and visualization in teaching and plays a quite important role in attracting students' attention, this media has not made significant change to whole students in classroom. It can be seen from the teacher's ways to teach writing by using projector to show the text of descriptive text through PPT which barely projecting small fonts, and thus it cannot be seen properly to the students who sit far from the projector.

It was also rarely to find the English teachers utilize computer to support the learning process even though the school is provided with sufficient computers and internet facility. It was found that the travel agency and tourism department had a computer lab. Only a few students paid attention to teacher's explanation when learning process took place. Of the 30 students in the class, only four paid attention to teacher's explanation when explaining the subject matter. Besides, there were those who were sleepy, noisy, and busy with their activities. This was because the media used by the teacher was less attractive and interesting to the students.

Media is everywhere; it has become a part of our daily life. Media can be used as an effective tool to educate, inform and entertain people. Audio Visual Media has a lot of potential. Ahmad (1994) concludes in his study that the use of audiovisual materials in teaching benefits both teachers and learners by making concept easily understandable, overcoming physical difficulties, and stimulating enjoyment, confidence, concentration, and teacher/learner communication. To arrange the contents of media itself, it needs a software to build the media as example is Lectora Inspire.

Based on the phenomenon above the researcher in this study will conduct a research which intends to develop a learning media by using Lectora Inspire to create an attractive and interesting learning media for teaching English especially teaching descriptive text. Lectora Inspire is recommended to use by teacher because it is easy to use. Thus, the title of this study is “Developing Learning Media for Teaching Descriptive Text Writing by Using Lectora Inspire to the Tenth Grade of Travel Agency and Tourism Program in SMKN 7 Medan”.

REVIEW OF LITERATURE

1. Learning Media

Media and communications are often considered to reflect the same meaning. The term of media often refers to any device which brings information from the source of message to the receiver. Learning media play an important role in teaching-learning process to achieve a good result. Teachers are supposed to use various media or teaching aids in giving the material to the students as stated by Harmer (2001:134) that “as a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.”

2. Lectora Inspire

Dewi N.S. (2016) states that Lectora Inspire is a Tool Authoring software to develop E-learning content which is developed by Triviant Corporation. Lectora can be used to create online course

training, evaluation, presentation, as well as to convert presentation in microsoft powerpoint into e-learning content. Lectora is really easy to use in developing interactive multimedia learning contents.

3. Writing

Brown (2001:336) states that writing is a thinking process. Furthermore, he says that writing is not an easy way to transmit a message just like other skills because there is a complex process in producing one final product. Writing, in fact, allows writer to freely share their thoughts, feelings, and perceptions.

4. Descriptive Text

Folse, et. Al. (2010:135) elaborate the previous definition by stating that a descriptive paragraph gives an impression of something including its look, sound, smell and feel that create a sensory image for the readers.

RESEARCH METHODOLOGY

This study was classified as a Research and Development (R & D) study which aims to develop an interactive multimedia for teaching writing descriptive text to the tenth grade students of Travel Agency and Tourism Program. As noted by Gall, Gall, & Borg (2003:569), R & D study is a research process used to develop and validate educational products.

The data of this study the tenth grade students of Travel Agency and Tourism Program of SMKN 7 Medan which was located at Jl. STM 12 Medan in the first semester of academic year 2019/2020. The class consists of 40 students. The school was chosen based on the observation the researcher conducted during teacher training program (PPLT).

The techniques of collecting data were observation, interview and questionnaire. Questionnaire were used to collect the data from students, and validators (lecturer and teacher).

In conducting this research, the data had been analyzed by analyzing the teacher's interview, Analyzing the lesson plan and existing

media, distributing questionnaires to the students to get the data related. Then the data was tabulated and analyzed in order to make sure the usage of the media in the school. After getting the last data, the media will be planned to be designed.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

The research shows the average score of validation from the validators (lecturer and teacher). They validated the media based on the three aspects. The media that had been validated gained 90% score, thus the assessment was very eligible. In general, based on the validation score given by the validators, the media was appropriate to be used by the tenth grade students of Travel Agency and Tourism program of SMK Negeri 7 Medan.

Discussion

The developed media were designed by conducting the research and development stages by Gall, Gall, & Borg (2003:569). The stages consisted of gathering the information needed which was a learning media in form of Power Point by the teacher in teaching writing descriptive text was not significantly affected on the teaching-learning process. As the result, the researcher developed interactive Learning Media by using a media maker known as Lectora Inspire.

The media developed by the researcher is already eligible and appropriate and suited to the students' interest since it is based on their need analysis. Analyzing the students' need based on their interest is one of the ways to improve their learning motivation in order to increase their skills in studying English, particularly writing skill. Arsyad (2002:3) states that media is really needed to support some activities in the class. Furthermore, the learning media used can arise students' motivation to learn using interesting and attractive media.

The validation result consisted of 3 aspects. There were content aspect, media aspect and interactivity aspect. The average validation score of content aspect was 89% and the criteria was very eligible. For media aspect the average score was 89% as well. And the last aspect, interactivity aspect gained average score 93% which was the highest score. The criteria was very eligible. Generally, the result of the validation on Interactive Learning Media is very eligible. Based on the validation sheets result given to the lecturer and teacher, the text the text that suited to be applied in the classroom was the descriptive text related to people and tourism places which went along to tourism program. The content of the text not only could be understood easier but also the text represents the experience of students daily life better than other texts.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the media development, the average score of the media validation is 90 (very eligible). It indicates that the media is already valid and appropriate to use as learning media for students particularly for teaching writing descriptive text.

Suggestions

1. For English Teacher

The English teacher should consider the students' needs in choosing learning. The learning process can be successful if the teacher masters the materials of descriptive text as well as using a learning media that can support students' learning needs.

2. For Students

They can use the Interactive Learning Media as a media to increase their skill in writing descriptive text based on their needs.

3. For Other Researchers

It is suggested for other researchers to conduct a research related to digital media learning particularly English texts in vocational schools,

for the needs of learning media is different for every vocational study program.

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