

## CONSTRUCTING ENGLISH SENTENCES USING MULTIMEDIA

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### Abstrak

Dalam bidang pendidikan, teknologi multimedia menawarkan banyak kelebihan dalam pengajaran dan pembelajaran menjadi lebih berkesan dalam bidang ini. Kajian menunjukkan bahawa penggunaan teknologi adalah sangat berguna dalam meningkatkan kemahiran bahasa pelajar. Terdapat tiga objektif kajian ini iaitu untuk mereka bentuk alat pembelajaran untuk membantu kanak-kanak membina ayat Bahasa Inggeris dengan bantuan elemen-elemen multimedia seperti gambar, teks, dan bunyi; untuk membangunkan perisian yang boleh membantu kanak-kanak membina ayat Bahasa Inggeris; untuk menilai kebolegunaan dan keberkesanan perisian yang dibangunkan. Pembangunan perisian adalah member tumpuan kepada penukaran peraturan tatabahasa ke dalam kod komputer yang membolehkan pelajar untuk belajar tatabahasa secara tidak langsung semasa mereka melayari perisian. Perisian ini membenarkan pelajar untuk mencipta dan memahami pelbagai struktur ayat, membina ayat bergambar, dan lebih-lebih lagi, mereka akan tahu sebab di sebalik ayat terbentuk yang menjadikan pembelajaran lebih menarik. Di samping itu, pelajar dapat melihat dengan jelas kata kerja, kata nama, subjek dan objek dalam ayat dengan bantuan gambar dan gambar yang disediakan dalam perisian. Perisian yang dibangunkan disesuaikan metodologi ADDIE sebagai Reka bentuk Kaedah Pengajaran dan menggunakan perisian Macromedia Director, Adobe Photoshop dan perisian multimedia yang lain. Kajian bekerja kajian sampel eksperimen Quasi terdiri daripada pelajar-pelajar sekolah. Pra-ujian dan pasca-ujian, pemerhatian langsung, soal selidik dan temubual telah digunakan untuk mengukur keberkesanan dan kebolegunaan perisian.

**Kata kunci:** Teknologi, Reka bentuk, Penglihatan, Bahasa Inggeris

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## **Abstract**

*In education, multimedia technology offers many advantages in teaching and learning to become more effective in this field. The research shows that the use of technology is very useful in enhancing the language skill of the students. There are three objectives of this study which is to design a learning tool to help children construct the English sentences with the help of multimedia elements such as pictures, text, and sound; to develop the software that can help children construct English sentences; to evaluate the usability and effectiveness of the developed software. The development of the software focuses on the conversion of the grammar rules into computer code that enables students to learn grammar indirectly while they navigate the software. This software allows students to create and understand a variety of sentence structures, build pictorial sentences, and moreover, they will know the reasons behind the sentences formed which make the learning more interesting. In addition, the students can visualize the verbs, nouns, subjects and objects in a sentence with the help of images and pictures provided in the software. The developed software adapted ADDIE methodology as the Instructional Design Method and using Macromedia Director, Adobe Photoshop and other multimedia software. The study employed a Quasi experimental sample study consisted of school students. Pre-test and post-test, direct observation, questionnaires and interviews were used to measure the effectiveness and the usability of the courseware.*

**Keyword:** Technology, Design, Visual, English



## 1.0 Introduction

The process of learning English language is very complex that can be a burden on students since it requires a lot of effort from them. Consequently, these students need a lot of motivations to cope with the subject. It is therefore within the benefit of education to produce instructional strategies that are interesting and stimulating. Educators are now introducing more and various forms of software and multimedia presentation driven media into their classroom activities (Ogochukwu, 2010). These creative presentation systems are producing a great deal of excitement among educators.

Students can understand English to some extent, but when it comes to written and the spoken forms in communication, they let it slip and find it difficult. They struggle to frame a few sentences in a coherent manner. Not many Malaysian students at primary and secondary schools have interest in writing because they have difficulties in using the correct grammar (Maros, Hua, & Salehuddin, 2007). Student must know the grammar rules before starting to construct sentences. Besides, the students fall hard to construct sentences because they are lack of vocabulary in their mind, they don't know how to start their sentences if no they do not know any vocabulary in their minds. Such difficulties could lead to loss of interest and may hinder learning to construct sentences.

A preliminary survey involving five English lecturers from Universiti Malaysia Kelantan (UMK) and five English teachers from primary school in Kelantan was carried out to ascertain the problems faced by the student in writing skills. The survey indicates that, the most common errors made by student lie in the area of grammar.

In the effort to assist the students in their learning, this current study is to design suitable drills and practices approach to develop a courseware prototype, named in this study as Sentence Construction Software. The software is to facilitate learning in constructing sentences by using drills and practices approach and multimedia elements. The effectiveness and usability of the courseware were also evaluated.

## 2.0 Problem Statement

From review of previous studies, the researcher has conceived a problem on the difficulty to construct English sentences among second language learners in Malaysia.



### 3.0 Objective

There are three objectives of this study which are:

- To design a learning tool to help children construct the English sentences with the help of multimedia elements such as pictures, text, and sound.
- To develop the software that can help children construct English sentences.
- To evaluate the usability and effectiveness of the developed software.

### 4.0 Scope

- Target group are for the Primary School students from Year 1 until Year 6.
- Focus on constructing the sentences only.

### 5.0 Limitation

- Only a few schools in Kelantan who participate in this research.
- The software only shows the sentence that is recorded in computer.

### 6.0 Literature Review

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, and education. Besides, most of the scientific papers, medical books and other technical subject are written in English.

Many afford have been made by the government to enhance the performance of English, but the result is less than satisfactory. Malaysian students do not seem to be able to attain reasonable English literacy even after going through 11 years of learning English in school (Nor Hashimah Jalaludin, Norsimah Mat Awal & Kesumawati Abu Bakar, 2008). As announced in the 2011 Budget, the government is bringing in 375 native-speaking teachers to teach English in schools. Though a number of groups have voiced their doubt of such a measure (MELTA, 2010), this action demonstrates the crucial need to improve the standard of English literacy among Malaysians learners.

One of the important skills in English is constructing sentences. There are assumptions that constructing sentences is one of the difficult or challenging language skills to be developed (Ahmad & Nizam, 2012). This led the students to have anxiety to write sentences. According to Chapman (2006), about 20,000 Year

Six pupils in school have been identified as very weak in constructing sentences. It is crucial to discover what the problems they face in constructing sentence. Other than that, most of the weakness of the students lay in the area of grammar (Norhasimah Jalaluddin et al, 2008; Saadiah Darus & Kaladevi, 2009). Grammar is the rule to construct the sentence. Once the students do not know grammar, then they cannot construct the sentences. In a line of study, Marlyna Maros et al (2007) find that despite having gone through six years of learning English in school environment, the learners are still having a difficulty in using correct English grammar in the writings.

The advancement in computer technology and multimedia offers many benefits to all aspect of education. Use of multimedia teaching not only helps students to identify sentence, but this situation also helps students develop basic skills such as listening, reciting sentence, and comprehension together with authentic learning experiments (Wan Malini et al, 2010).

An interactive multimedia program is more appealing as compared to lecture-based learning methods. This approach offers more flexibility to the learners as they can learn at their own pace. The different media such as text, graphics, images, audio, video and digital environment can increase student's interest during the teaching and learning process, hence improving student's performances in their studies.

A number of learning software has been developed for learning English. Geetha & Krishnan(2012) for example ,conducted a study on the writing ability of the slow learner in Engineering College and end up with the development of multimedia self-learning package pertaining to four areas of English grammar namely Articles, Preposition, Voices, and Tenses which is proved that teaching via multimedia self-learning package is more effective in developing written English. In another study, Salameh (2011) designed a flash technology for learning English through regular cell phones. Audio clips, display text and picture are used to enhance reading and listening skills of the students.

Other than that, a research done by Collin (2008) entitle "Employing Interactive Multimedia in the Teaching of Sentence Structure Using a Personal Digital Assistant as a Medium" reveals that the use of multimedia can help learners learn sentence structure better with computer assisted learning.

Furthermore, a qualitative study that is done by Yoon et al (2008) investigates the changes in students' writing process associated with corpus use over an extended period of time. The primary purpose of this study was to examine the ways corpus technology affects ESL students' L2 writing experiences. The findings revealed that the corpus approach heightened the students' language awareness, which, in turn, affected their approaches to writing and the writing process. Regardless of their frequency of corpus use, their exposure to it made them aware of the importance of common usage and collocation in writing. That is, the corpus served as a meaningful reference for language input and also served as a catalyst in helping them to become more attentive to their writing.



In addition, Minjie Xing & Jinghui Wang (2008) investigated the potential impact of elearning on raising overseas students' cultural awareness and explored the possibility of creating an interactive learning environment for them to improve their English academic writing. The study was based on a comparison of Chinese and English rhetoric in academic writing, including a comparison of Chinese students' writings in Chinese with native English speakers' writings in English and Chinese students' writings in English with the help of an ecourse and Chinese students' writings in English without the help of an e-course. The experimental results show that the group using the e-course was successful in learning about defined aspects of English rhetoric in academic writing, reaching a level of performance that equaled to native English speakers.

Therefore, this study will focus on the problem making a sentence among student in Malaysia, and the researcher will develop the software that can help the children to construct sentences, and learn grammar indirectly.

## 7.0 Methodology

Analysis, Design, Development, Implementation and Evaluation (ADDIE) will be adapted in developing the software for constructing sentences (see Figure 1). The analysis phase for the development of the software will be to identify the students' needs and their problem in constructing sentences. The need analysis is to ascertain the challenges and difficulties faced by the Primary school's students in constructing sentences. Five lecturers who are expert in English language from Universiti Malaysia Kelantan (UMK) and five English teachers from area of Kelantan will be interviewed.

The second phase involved designing the structure, interface and prototype, which became the input for the software design during the designing phase. The first draft of the software is created for this phase (see Figure 2 and Figure3). The next process was the development of the whole software. The prototype will be implemented and evaluated in the development stage. The tools that will be used for the Sentence Construction Software development were: the Macromedia Director MX, Adobe Photoshop, and other multimedia tools. Then, the usability and the effectiveness of the developed software will be evaluated.

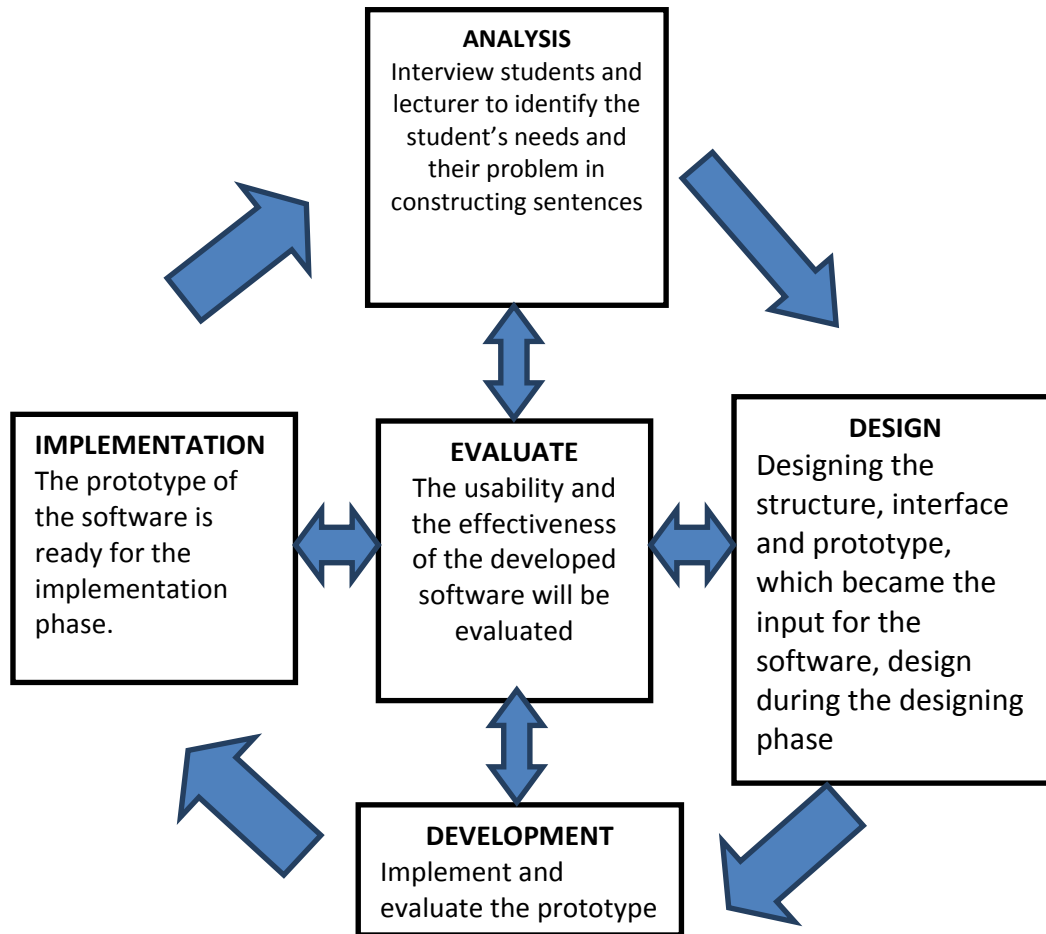


Figure 1: Development Phase of Sentence Construction Software

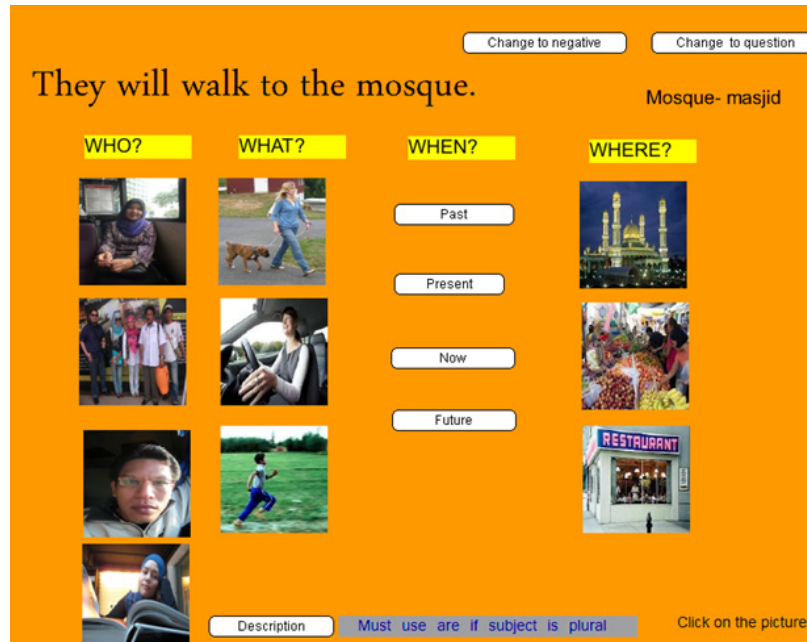


Figure 2: First Draft of the Develop Software

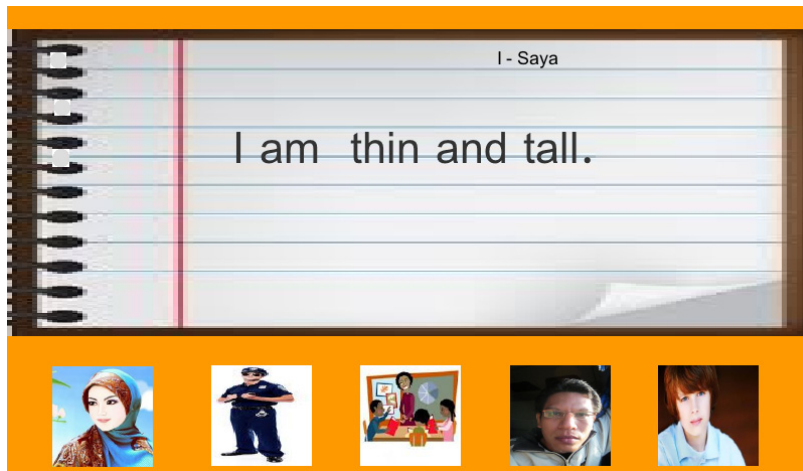


Figure 3: First Draft of the Develop Software





## 8.0 Conclusion

In conclusion, by the end of this research, it is hoped that the research will be useful and effective for the students to understand how to construct English sentences better, helps the students to overcome the difficulties and challenge faced by the students when they are trying to construct sentences. This research will hopefully can help the government to enhance the performance of English language in Malaysia one day.

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