

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING
PERSONAL PRONOUNS FOR ENGLISH LEARNERS OF EGYPT
ISLAMIC BOARDING AND COURSE PARE**

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Abstract: The research objectives were: (1) to discover the needs of the target and the needs of the teaching and learning of the English learners of Egypt Islamic Boarding and Course, and (2) to develop a media for learning English especially in teaching and learning personal pronoun for English learners of Egypt Islamic Boarding and Course.

The researcher used R & D as a method. The participants were 4 female and 8 male students who studied English Egypt Islamic Boarding and Course. Lee and Owens Model (2004: 3- 264) were the guidance in developing this media, but the researcher give some modification to develop this. The need analysis was the first step that the researcher did to find out what the participant needs to enjoy in teaching and learning process. It was giving questionnaire to the students and teacher. The basis for developing a material was the result of the needs analysis. The guideline to develop the beginning draft of personal pronoun materials were the course grid that was taken from the need analysis. After the first draft was arranged, the draft was revised by the experts, and they gave the feedback about the draft. And then, the researcher responded the feedback from the experts by revised the feedback. The needs analysis questionnaire and the experts and the feedback from the experts were the instrumentals of the research. The data analyzing of the needs analysis and the judgement of the experts were through statistical data and description of the result of the instruments.

The media was conducted by power point application that was modified with the personal pronoun topics.

Each unit consists *goals, material, and quiz* with twenty tasks focusing on personal pronoun. Then try-out media products that have been revised by English learners of Egypt Islamic Boarding and Course. The average value of the percentage of yes amounted to 95% and the percentage does not amount to 5%. This percentage indicates the category can be used without revision. It can be concluded that media products interactive learning on the material of personal pronoun is so practical and interesting that it can be used easily.

Keywords – Developing Material, Interactive Multimedia, Teaching and Learning Instructional Media, Power Point application, Personal Pronouns

INTRODUCTION

There are many languages in the world, one of them is English. English is an international language that famous in the world. A lot of people in the countries who try to learn about this language. There are four skills that the learners should understand in learning English. They are the basic skills that the learners should be mastered, because the skills are related each other. Those are listening, speaking, reading, and writing. Brown (1994: 217) implies that the important skills in teaching English are listening, speaking, reading and writing and all of the are support each other. Besides, grammar, vocabulary, pronunciation, translation, and etc. are also important components which the learners should understand in learning English. Based on Brown (1994: cited in YessiHartilena,., 2007: 1), In transportation, commerce, banking, tourism, technology, diplomacy, and science research fields, English has become the instrument to communicate internationally.

Learning styles, teaching styles, teaching materials, selection of appropriate instructional media and many other factors are factors that ensure that teaching English to English learners will be effective. An instrument to help teachers and students in the learning process both inside and outside the classroom, in other words a learning resource that contains learning topics in the student environment that can stimulate students to learn are learning media (Azhar, 2011) cited in (Ristyani et al., 2020). Based on those explanations, the researcher uses media, specifically, Power Point application as basic technology uses. Power Point application is one of technology facilities that the teachers use in teaching and learning processes to facilitate the students more easily in learning English language. Harmer (2007) and Gençter (2015) cited in Ahmadi (2018) implies to succeed the students understanding, teacher role is so important. Teacher must understand how to encourage the students by appropriate media.

Upgrading the media in teaching and learning to increase ancient approaches is needed in this era. The reason, why the teacher should upgrade the teaching media is because the instructional media bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. The use of media is very important when the teaching process is expected to achieve better results or high learning achievement. Adegbija and Fakomogbon (2012) cited in Sanjaya et al (2018) informs that instructional media in the form of human and non-human devices, materials, or the methodologies are used by teachers to overcome learning problems, including the noise factors. The effective way to bring forward the knowledge to the students is using learning media. digital learning innovation needs to be developed and created, especially digital learning innovation media (Wulandari, et al., 2022)

The one of teaching and learning media which is elected by the researcher is Power Point application. The reason why the researcher uses Power Point application is, it is easy to be used by the teacher to prepare the teaching materials and by the interesting contents of Power point application, it can assist the students in well learning. According to Susskind (2005) cited in Agbevivi (2018) "PowerPoint helps explain complex illustrations, helps maintain student interest and attention at presentations, and so farenhances student learning." Meanwhile, according to Yusri, et al (2017) cited in Mulyawati& Ghani (2019) "Microsoft Power Point is the right software to create visual presentations that can interpret various media, such as videos, animations, images, and sounds. In Microsoft Power Point There is a menu that allows users to create and develop learning media that is more interesting, more interactive, and more enjoyable."

The research has purpose to develop interactive multimedia for teaching personal pronouns for English learners of Egypt Islamic and Course.

The product specifications developed are as follows:

1. This research is a multimedia based English teaching and learning media for English Learners of Egypt Islamic and Course Pare in form of PPTX file.
2. The materials of this media are about Personal Pronouns such as Subject, Object, Possessive Adjective, etc.

There are two significances of the research, those are Practically and Theoretically. Practically, informing and perhaps the reference are used by teachers, students, and the general public as a foreign language in general and those who want to improve their English grammar skills by using the media in particular is the hope of the results of this research. Theoretically, the advantages that the researcher anticipated from the result of this research are, the results can be used for students, teachers, and future researcher. For the students, fun learning effective and efficient are hoped in learning English. Then the advantage to the English teacher's, is to give them

information in using power point application teaching media using hyperlink. So, not only handbook and textbook that they are used but also another media to deliver the materials in their teaching learning process. The advantage for future researchers is as reference material or previous studies to compile research on the same topic.

Limitations of developing PowerPoint based learning media are the development of this media is limited to the material of Personal Pronouns, media development is only carried out for English learners of Egypt Islamic Boarding and Course Pare, the research is conducted at Egypt Islamic Boarding and Course Pare and the research is conducted on May 2021.

Based on the explanation above, the researcher finds that interesting topic in doing a research entitled “**Developing Interactive Multimedia for Teaching Personal Pronouns for English Learners of Egypt Islamic and Course Pare**”.

METHOD

The purposes of this research is to create an proper product, specifically Power Point multimedia which can be utilized for grammatical English program. Research and Development (R & D) is the research method of this research. According to Seels& Richey in Richey, Klein and Nelson (2004: 1099), “the purpose of R & D is designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness. The product of this research is an interactive learning multimedia for teaching to meet the conditions of the research to develop.” The product that was planned to be developed is an interactive learning multimedia using PowerPoint containing some personal pronouns materials and worksheet for students of Egypt Islamic Boarding & Course.

FINDINGS AND DISCUSSIONS

Findings

The Results of Needs Analysis

The questionnaire was given to the teacher to get information about the student needs and the materials used. Target needs and learning needs are information obtained from needs analysis. the description of the result of the needs analysis explained above.

Questions	Answers
How many students are in the class?	There are 12 students.
How is the learning process in teaching personal pronoun?	The learning process is going well.

Questions	Answers
Do you use media for learning process in teaching personal pronoun? What media do you use?	No, I only use module.
Do you need media to teach your students? Why?	Yes, I need media to teach my students for supporting learning process.
What problem do you usually get in teaching personal pronoun?	The contains of module are too general and short. Book is less interactive so sometimes students feel bored, confused, and not really understand.

According to the questionnaire was found the problem were learning media only use book and it's not interesting. The contains were too general and short. there isn't other learning media. Book is less interactive so sometimes students feel bored, confused, and not really understand.

According to the recording the conversation in class, some students still felt confused how to use personal pronoun correctly. Based on questionnaire above, the researcher thinks that it's interested in doing a research entitled "Developing Interactive Multimedia for Teaching Personal Pronouns for English Learners of Egypt Islamic and Course Pare".

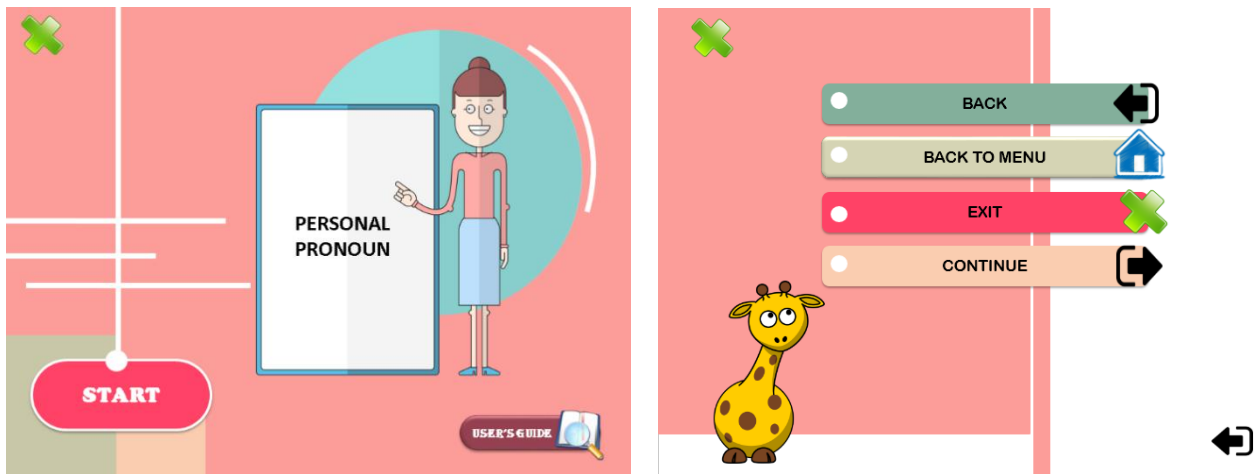
Materials Development

The guideline that is used develop material is the developed course grid. The materials which focus on personal pronoun are three units. The contents of the material consist of goals, lesson, and quiz.

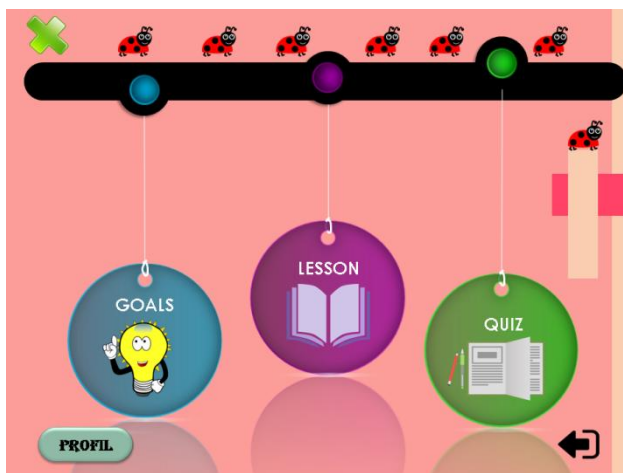
First step is designing interactive learning media products starts with analyzing learning objectives, looking for material according to the topic, and looking for references to develop learning media interactive. The process of designing learning media products interactively begins with compiling the main page, menu main, instructions for use, learning objectives, and bio data of media makers.

The First Draft of the Materials

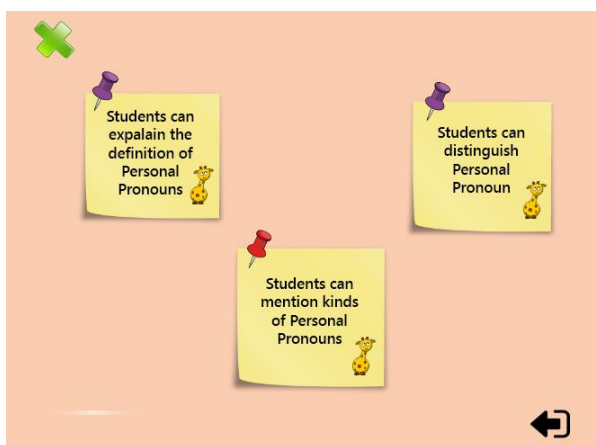
The description of the personal pronoun materials for English learners of Egypt Islamic Boarding and Course. The beginning slide is the material cover. The opening slide consists of the title, start, and user's guide. On the left corner of the cover is 'start' knob. The home page slide will show if the knob is pressed or clicked. Guide menu will appear after the knob is clicked. The students should understand well about the function of the buttons that appear. So that, they can understand the materials easily.

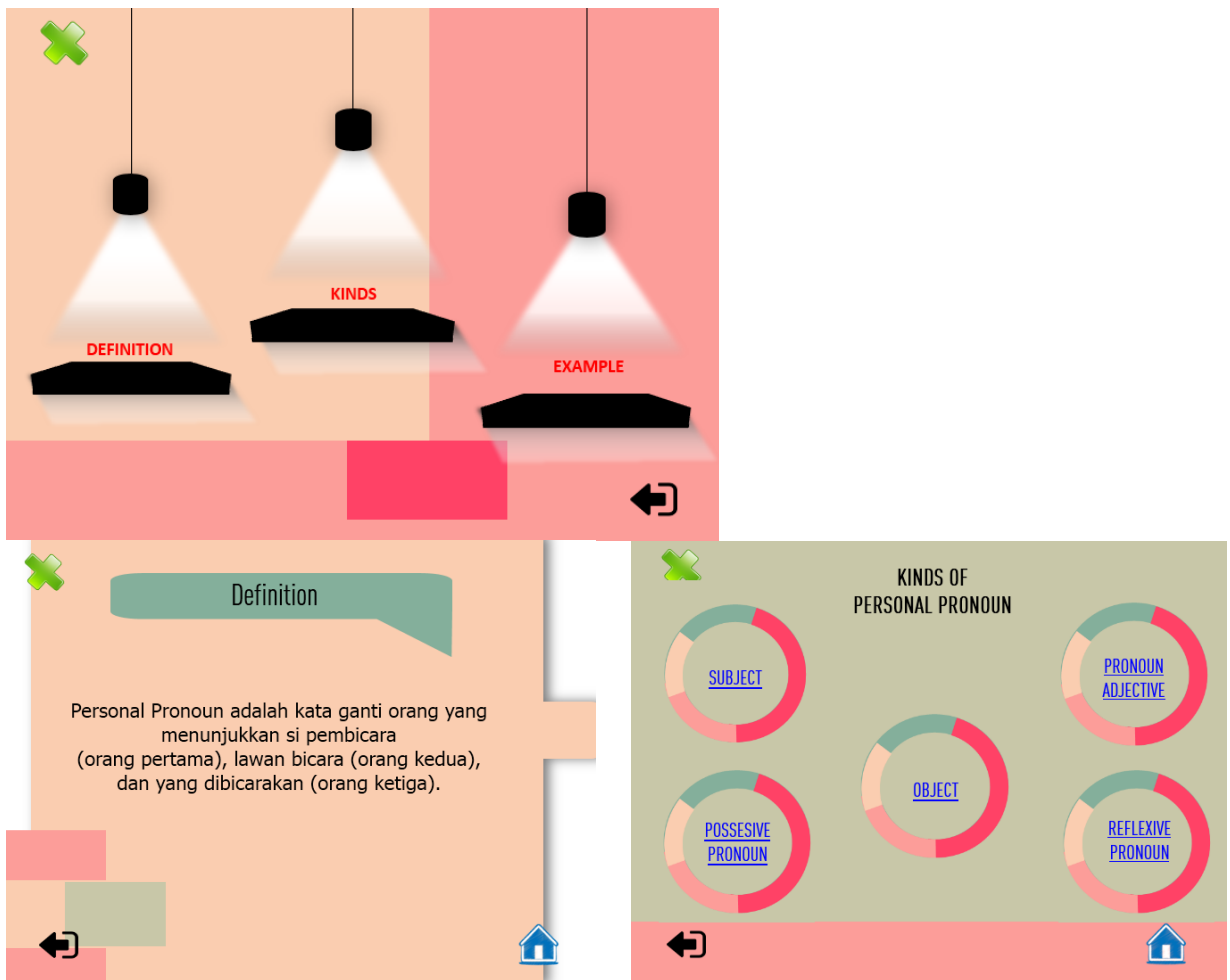


at home page, there are three menus that contain goals, materials, and quiz.



The goals menu provides information about the purpose of personal pronoun materials for English learner of Egypt Islamic Boarding and Course.





The last slide is example. The students are given examples of the use of the personal pronoun in sentence. It helps the students recognize the personal pronoun in the sentence.

SUBJECT

Kata ganti yang menjadi subyek (pokok kalimat).

SUBJECT	MEANING
I	SAYA
YOU	KAMU
THEY	MEREKA
WE	KITA
HE	DIA (LK)
SHE	DIA (PR)
IT	BENDA

OBJECT

Kata ganti yang menjadi obyek dalam kalimat.

OBJECT
ME
YOU
THEM
US
HIM
HER
IT

POSSESIVE ADJECTIVE

Kata ganti yang menunjukkan kepemilikan.

Note: Possesive Adjective selalu diikuti oleh Noun (Kata Benda).

POSSESIVE ADJECTIVE
MY
YOUR
THEIR
OUR
HIS
HER
IT

POSSESIVE ADJECTIVE

Kata ganti yang menunjukkan kepemilikan.

Note: Possesive Adjective selalu diikuti oleh Noun (Kata Benda).

POSSESIVE ADJECTIVE
MY
YOUR
THEIR
OUR
HIS
HER
IT

REFLEXIVE PRONOUN

Kata ganti refleksif pantulan dari benda itu sendiri atau orang itu sendiri.

REFLEXIVE PRONOUN
MYSELF
YOURSELF
THEIRSELVES
OURSELVES
HIMSELF
HERSELF
ITSELF

EXAMPLE OF PERSONAL PRONOUN

- > **Subject**
e.g: **I** study English.
- > **Object**
e.g: She brings **me** a cup of tea.
- > **Possesive Ajective**
e.g: **My** father is a teacher.
- > **Possesive Pronoun**
e.g: This book is **mine**.
- > **Reflexive Pronoun**
e.g: He **himself** repaired the computer.

The last menu is quiz. There are twenty multiple choice questions. Each material of personal pronouns will be given four question. When the students answer the question, there will show emoticon. If the students answer correctly, they will get smile emoticon and applause sound. But if the students answer incorrect, they will get cry emoticon.

START

ARE YOU READY ?

1. My brother is a college student. ... will graduate next year.

A. Him

B. He

C. She

D. Her

Then, the purpose of providing of profile menu is giving explanation of developer.

Expert Judgement

After the product was developed, the next step was found the expert judgement. The reason, why trying to find out the expert judgements is to judge the compatibility of the product materials. The contents of the questionnaire for the first expert were to evaluate the compatibility of the content, language, presentation and lay-out. Then, the contents of second questionnaire for second expert was to evaluate the design of the media, availability of the audio, autonomous language learning and illustration of the media. Four scales of likert- scale is the questionnaire that the researcher handed over to the experts. The experts chosen the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. After that, they were asked to give the suggestions about the product.

Product validation is carried out by 2 validators, namely material expert Kadnawi, M.Pd, media expert Muhammad Yasminto, M.Pd. Product validation was carried out for produce interactive learning media products on the material personal pronoun of English learners of Egypt Islamic Boarding and Course which is valid and practical. The following is an explanation of the results of media product validation interactive learning.

1. Mater Expert Validation Data following is the elaboration of expert judgement results.

1) Materials

The seven statements that are on the material questionnaires are categorized on four groups. Those are the content appropriateness, the presentation appropriateness, the language appropriateness, and the lay- out appropriateness. The results of the questionnaire are described below.

No	Statements	Opinions			
		1	2	3	4
Content Appropriateness					
1.	The materials are suitable for English skills of English learners of Egypt Islamic Boarding and Course.			V	
2.	The materials are appropriate with the topics are discussed in each unit.			V	
3.	The materials are able to improve student's understanding about pronoun.			V	
4.	The materials are suitable to improve the student's competence of pronoun understanding.				V

No	Statements	Opinions			
		1	2	3	4
Presentation					
5.	The exercises in every topic are arranged systematically. Start from easy to hard exercises.			V	
6.	The appearance of pictures/ figures/ sound/ tables are attractive enough to encourage the students to learn about pronoun.			V	
7.	Opening, core activities, and close activities are the materials contains of each unit.			V	
8.	The materials encourage the students to complete the exercises happily.			V	
9.	There are many variations of the material activities.				V
Language					
10.	The language usage is understandable and relevant to the beginner English level.			V	
11.	The directions of the exercise are understandable, easy and clear.			V	
12.	The development of the materials on the product is based on the structure of English.			V	
13.	The material developments are based on the unity of ideas.			V	
14.	The material developments are based on teaching personal pronoun.			V	
Lay- out					
15.	The font usage is appropriate.			V	
16.	The colors of the materials are attractive and not too much.			V	
17.	The developer includes the sources				V
18.	The materials can be not only used by the teacher but also by the students easily.				V

2) Media

The seven statements that are on the material questionnaires are categorized on four groups. Those are the media presentation design, the appearance of audio and physical, the media autonomous language learning and illustration. The results of the questionnaire are described below.

No	Statements	Opinions			
		1	2	3	4
The Design of the Media Presentation					
1.	The directions to complete the exercise are already existed.	V			
2.	The media menus are understandable and simple.			V	
3.	The students can choose the menu randomly.				V
4.	The knobs of the media are understandable and simple.				V
5.	The movement inside materials is smooth and attractive.				V
6.	The color compositions of the media are not excessive.			V	
Audio and Physical Appearances					
7.	The students can hear the sound clearly.			V	
8.	The color compositions are well prepared either the contrast or the brightness.			V	
9.	The texts on the media are obvious and convenient to read.				V
10.	The texts, illustrations/pictures and the instruction are good enough to motivate the students to learn.			V	
11.	The consistency of the lay- out is good.			V	
12.	The whole material lay- outs are attractive.			V	
Autonomous Language Learning					
13.	The students can review the exercises that they are needed easily.			V	
14.	The media are able to redo the students' needed parts as the students want.			V	
Illustration of Media					
15.	The feedback illustration of verbal appreciation comes from the student answers are wrong or true. The purpose is to motivate students to keep trying in learning.			V	
16.	The table illustration helps directly comprehension by visually clarifying a point.			V	
17.	The use of illustration is appropriate for the topic of the materials			V	

As shown on the Table 3.14, the mean of the questionnaire related to the media is 3.30. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into “Good” category since it is in the interval $2.51 < x < 3.25$. The result indicates that the reading materials of the interactive multimedia is appropriate for English learners of Egypt Islamic Boarding and Course.

Try-out

The target of the product trial is English learners of Egypt Islamic Boarding and Course. Product trials are carried out to obtain practicality and attractiveness data and minimize product shortages developed before trial use. At the beginning of learning, learners given instructions on how to use the product. It can be seen from the enthusiasm learners operating interactive learning media. At the end of the lesson, students are given quiz questions and questionnaires response to interactive learning media.

No	Question	Yes	No
1.	Interactive learning media presents material that can be understood easily.	83%	17%
2.	Interactive learning media can help learn and understand the material.	92%	8%
3.	The design of interactive learning media is very attractive.	100%	0%
4.	This interactive learning media provides good quality as a learning media.	100%	0%
5.	Interactive learning media is easy to use for learning.	92%	8%
6.	The use of language in the interactive teaching and learning media is very communicative, so easy to understand the content of the material.	92%	8%
7.	This interactive learning media provides motivation and interest in learning.	92%	8%
8.	Text writing can be read easily because of the content of the letters, those are the type and the size, which are used appropriately.	100%	0%
9.	Developed interactive learning media can made me more aware of the importance of using technology	100%	0%
10.	Interactive learning media can be used as a media of interaction between teachers and students.	100%	0%

Obtained the average value of the percentage of yes amounted to 95% and the percentage does not amount to 5%. This percentage indicates the category can be used without revision. It is concluded that the product, that is interactive teaching and learning media of personal pronoun, is so practical and interesting that it can be used easily.

The Revisions

1) Materials

Based on the data that was found on the results of the experts' judgement questionnaires related to the aspects of the materials. It was explained by the experts was good product. Those the revisions from the experts are describe below.

Point to Revise	Revisions
Make the varian levels of question from beginner to upper level.	Make question levels, there are multiple choices, listening, and true or false question.
Each discussion material types of personal pronoun was given an example of sentences or example of questions.	Give example of each material types of personal pronoun.

2) Media

After the media was developed and the experts checked the products, it can be told that the most of the units is good. But there are several activities in the media should be revised. The researcher needed to fix those activities so that the students who learn used this media can learn optimally thru this Power Point media. The experts' feedback and suggestions are explained below.

Point to Revise	Revisions
- Materials need further development in terms of improving some skills of listening, speaking, reading, and writing.	Improve the questions, not only make multiple choice question, but also listening and true or false question.
- It would be nice of if it could be given an example of the voice of native speakers.	Give audio of native speakers in the question.

The final draft

After the need analysis was found by the instruments, the product was developed, and revised by the experts. And after that the researcher doing try- out the product which had been revised by the experts and revised again after got feedback from the students who had been treated. The next step was the researcher revised again and the final product was developed.

CONCLUSIONS AND SUGGESTION

The conclusion of the research is based on the purpose of the research. Those are three things (the needs of target, the needs of learning, and appropriate material characteristics) for teaching personal pronoun to English students of Egypt Islamic Boarding and Course.

1. The Needs of Target

Based on the needs analysis results, the needs target of the product are follows. First, the main goal is to make the students understand easily and speak fluently about personal pronoun in English. Second, to create the media that is easy to be used either to the teacher or the students, so that they can differ the personal pronoun based on the sentence that are spoken by them. The last, to give the facilitation to the teacher and students in learning English especially about personal pronoun. By this media, they can learn personal pronoun in everywhere and every time.

2. The Needs of Learning

In terms of learning needs, the involvement of technology nowadays like computers is needed to support the teaching and learning activities. Regarding the data obtained from the questionnaires, the students admitted that they found it interesting and motivating to learn English involving pictures/illustrations and audios. The use of computers is considered as an effective way to involve those features.

3. The Appropriate Material Characteristics

The Power Point Media has three units that are focused on understanding of personal pronoun materials. In every unit consists of 3 parts, those are goals, lesson, and quiz. Goals here explain about the purposes of the goal that the students will achieve. Second, lessons consist of the exercise that the students will do to practice in understanding of personal pronoun. The last is quiz, is for testing the students whether they are able or disable with the materials.

The materials are implemented in interactive multimedia. The interactive multimedia involves sounds, illustrations, pictures and an interesting display and activities to attract and motivates students in learning reading. However, the availability of those elements does not only consider the aesthetic function but also its suitability to the goals of the learning process.

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