

Developing Integrative English Learning Media Based on Multisensory Using Elaboration Model for Vocational High School Students

by Mujiono, Trisno Tunggal, Rahutami

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important role of teachers but also the contribution of myriads factors such as approaches, methods, instructional media, cultural and linguistics aspects, character building, curriculum, professional development, and technology based learning. The factors are presented in various angles of how to teach and how to learn English successfully. It is expected that this book can be beneficial for everyone who deals with multifaceted English language teaching.

ENGLISH LANGUAGE TEACHING AND RESEARCH



English Language Teaching and Research

19 **Editors:**

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English Language Teaching and Research

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FOREWORD

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In the name to Allah, the entirely merciful, the Specially merciful. All praise is due to Allah for all things He has given to us. May blessing and peace be upon to His messenger and servant, Muhammad, and upon his family and companions and whoever follows his guidance until the Day of Resurrection.

English Language Teaching and Research is a collection of paper presented in the 1st Conference of English Language Teaching and Research (*ELTAR*) under the theme of “ Promoting Innovation and transformation in English Teaching and Learning” conducted by English Language Teaching (ELT) Study Program, Graduate Program of University of Islam Malang, Malang, East java, Indonesia on February 21-22, 2018.

The conference is aimed in creating a scientific forum for English lecturers, English teachers, English teaching practitioners, and English teaching learning researchers to present and share their innovative teaching research findings and thought and transform their findings to wider scientific forum. It is delightful pleasure to inform you that the presenters of the conference are coming from not only lecturers, undergraduate, graduate, doctorate students from Indonesia universities and but also some from overseas students contributed their thought and findings in the first volume of this book chapter. We hope that more English teachers, English lectures, English teaching practitioners, and English language researchers will get a more benefit from the first edited book in language teaching and research.

A lot of people have significantly contributed to the success of this first conference and publication of this book. Therefore, we would like to thank the Rector (Prof. Dr. Masykuri, M.Si), Assistant Rector on Academic and Cooperation Affairs (Prof. Junaidi Mistar, Ph. D), director of Graduate Program (Prof. Dr. Agus Sugianto, ST, MP, and the Dean of Faculty of Teacher Training and Education (Dr. Hasan Busri, M. Pd) without them the conference wouldn't be happened. We also have to express our appreciation to all of the presenters in the conference and the contributors of selected paper included in this book. In addition we also express our gratitude to the editors who have read and revised this book that make this book better. Finally I also give special thanks to all committee and more special to abstract and proceeding section who have devoted their time and heart to finish book.

To all those who I have mentioned above and who I haven't written in this part
May the Almighty Allah bless you all. Aamiin.

The Head of ELT Study Program
Graduate Program of UNSIMA

Alfan Zuhairi

INTRODUCTORY REMARKS BY THE EDITORS

Importance of the Book

While it is true that English was originally the language of England, but through the historical efforts of the British Empire it has become the first and second language of many former British colonies such as the United States, Canada, Australia, India, and Singapore (Naved, 2015). Moreover, it is also reported that the use of English in countries like Argentina, Belgium, Sweden, Sudan, and the United Arab Emirates is increasing and English tends to shift into a second language as indicated by the fact that it is now also used in intra-national communication in these countries (Graddol, 1997). In most other countries around the globe, including Indonesia, English is learned as a foreign language.

The trend of teaching English as either a second or a foreign language in non-English speaking countries is a logical consequence of the fact that the position of English in the world today has been very significant in academic, business and social lives. No one denies that in order to be able to get in touch among people from different corners of this global village, they have to be able to communicate in English as it is now a lingua franca worldwide. This situation implies that people of any nation have to equip themselves with English if they do not want to be left behind in this fast-changing world. As such, English is taught as either first, second, or foreign language.

Unfortunately, complaints regarding English teaching particularly in Indonesia are quite prevalent so far. The complaints mostly deal with the results, which seem to be far from being satisfactory. The English skills of most senior high school graduates are still so low that, despite having learned English for six years, they are still incapable of using it for either active or passive communicative purposes. They cannot read, listen, speak, and write well. The situation at the university level is quite similar.

When TOEFL scores of Indonesians are used as an indicator, the situation is quite the same. Saukah (2003) also reported a study of English competence of lecturers in Indonesia. The subjects consist of 1267 lecturers from 34 universities in Indonesia who are going to study abroad. The instrument is a TOEFL Equivalent Test. The findings are that the average TOEFL Score was 390.5, none scored higher than 600, only 0.3% scored higher than 550, only 3.2% scored between 500 and 550, and the rest scored less than 500.

Who is to be blamed then, the teachers, the students, teacher education institutions? On this matter, while Huda (1999) mentions the poor competence of

the teacher as a cause, Alisyahbana (1990) lists the factors of poor textbook availability and poor learning motivation on the part of the learners that have contributed to the poor English achievement of Indonesian students. Moreover, Muhtar (1995) mentions the overcrowded classes and poorly-paid teachers to be main causes.

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As human factors in the teaching learning activities, it is true that the role of teachers and learners in a foreign language instruction is very significant. The teachers are the ones who are responsible for arranging and managing the instructional components to function in an effective system. They are responsible for setting up instructional objectives, developing the proper instructional material, selecting the instructional techniques, and conducting the appropriate evaluation procedures. Therefore, the issues of how teachers should teach have gained much attention among researchers during the past decades. Investigations of these matters resulted in the development of models and approaches to second/foreign language teaching.

The role of the learners cannot simply be neglected. In fact, there is no real teaching activity unless there are learners being involved in it either directly or indirectly. It is not surprising then to argue that assessment of the effectiveness of instruction should be based more on how the student learns than on how the teacher teaches. This assumption leads to a great awareness of the significant roles the learner plays in the learning process. Therefore, a great deal of research on how learners learn was carried out in the last few decades.

However, it seems unfair to blame anyone of them as they are just parts of a number of factors influencing success in second/foreign language (L2/FL) learning. Sadtono (1997) says that two factors influence the success of learning a new language and these factors are linguistic and non-linguistic in nature. The linguistic factors are factors concerning the target language itself such as the phonology, morphology, syntax, etc. The non-linguistic factors, on the other hand, are those external to the nature of the language being learned such as the curriculum, learning facilities, teacher, and student. This indicates that improving the quality of English teaching requires one to study all factors that may potentially affect the teaching-learning process. Moreover, innovations brought about by research endeavours should then be readily transformed into classroom teaching and learning activities.

Then, it is to disseminate findings of research carried out by teachers and lecturers that this book is published. The book contains selected papers presented in the first international conference on English Language Teaching and Research (ELTAR) conducted by English Language Education Study Program, Postgraduate Program of the University of Islam Malang.

Organization of the Book

The book consists of four parts: Part A deals with very specific topics such as teaching-learning and assessment strategies, Part B concerns about broader topics of curriculum in general and context-specific teaching of English, including English for vocational school students and English for young learners, Part C are about the broadest topics of English language and culture learning, and Part D deals with topics beyond language learning: character building and teacher development.

In Part A **Mubarok, Ratnasari, and Amalia** reported the finding of their study on the effectiveness using audio-visual media in the teaching of listening skills of extended dialogues and monologues carried in a vocational high school. In brief, they found that the students in the experimental class who were taught using audio-visual media gained significantly more listening comprehension achievement than their counterparts in the control class who were taught using audio media. **Isnawati and Sulisty** reported their descriptive study on the feasibility of using Written Feedback and Conference (WFC) strategy in the teaching of writing skill. They found that students perceived the use of WFC positively and they thought it provided more advantages than disadvantages to the students. Accordingly, the researchers recommend that teachers use WFC in the teaching of writing skills. Meanwhile, **Kurniasari, Khairunnisah and Wulandari** described the fruitfulness of using conversation journals in the teaching of speaking skills. The students were found to be more motivated to speak and, as a result, their speaking skills improved significantly.

Furthermore, the use of technology-based learning in the teaching of English is also presented in Part A. **Inggita and Gloria** were interested in studying the implementation of Mobile-Assisted Language Learning (MALL) as an alternative of Computer-Assisted Language Learning (CALL). They asserted that MALL was perceived to be more advantageous because of its mobility, so that the students can learn anywhere and anytime. However, this technology-based mode of learning challenges English teachers to also keep up with advancement in technology. One form of MALL is *Whatsapp Messenger*, the advantages of which are studied by **Adieb, Rendhi, and Salim**.

Lastly, this section is ended with three papers on assessment: peer assessment, self-assessment, and authentic assessment under K-13. **Jumariati and Husyana** studied the contribution of peer review (peer-assessment) to the quality of writing of intermediate students at Universitas Lambung Mangkurat. They found that peer review was effective in improving the students' scores of writing, particularly in the aspects of content, grammar, and mechanics. Similarly, **Anjarwati, Ni'amah, and Hentasmaka** reported their pre-experimental study of the effectiveness of guided self-assessment in the teaching of grammar. Their study

also came up with a finding that the students' mastery of grammar improved significantly after being treated with guided self-assessment. The last one is **Sulistyo's** paper on how to promote innovative and transformative teaching and learning in ELT through authentic assessment under K-13.

Next, Part B contains five articles dealing with curriculum and specific-context English teaching. In this part **Hurriyah, Fitria, and Humaira** studied about the teachers' perception of the curriculum change in Indonesian context from the school-based curriculum into the 2013 curriculum. The research indicated that teachers of English were in favor of the change of the curriculum as the new one (the 2013 curriculum) encourages the students to be more active and requires the teacher to be more creative in designing the teaching-learning process.

Improving the quality of English teaching in Tourism Vocational Schools has been a research interest of **Mujiono, Tunggal, and Rahutami**. Using a research and development design they developed integrative learning media using multisensory approach with elaboration model, which was then judged to be valid by expert validators. They then recommend that the media be used in the teaching of English to students Tourism Vocational Schools. Still in the context of English teaching to vocational school students, **Amaliah** reported the potential relationship of students' Extramural English activities, their attitudes towards English, and their English proficiency.

In the context of English for Young Learners (EYL), moreover, two studies are covered in Part B of the book. The first one is a study by **Ermerawati**, who studied the role of classroom discourse in speaking class. Using observation as a technique of collecting the required data, she reported that teachers of English at the elementary school she studied need to apply classroom discourse approach in order to help them manage their classroom activities. Meanwhile, **Setyaningrum** and **Warnanda** came up with a recommendation that Indonesian children songs be translated into English and then used **them in the teaching of English to elementary school students**.

Part C of **the** volume takes broader issues of English language and culture learning. They deal with language and culture learning, and the use literary work to promote both language and culture learning. **Anjanillah** and **Andriani** compared the learning of English and Javanese as the two languages stand as local content in the elementary school curriculum. Contradictory to what many people are worried about, the teaching of English did not eradicate the teaching of Javanese as the students were found to have better achievement in Javanese than in English. Furthermore, **Mukorobin** explicates the need of promoting awareness of cultural differences between English and Indonesian. Thus, introduction of English culture together with Indonesian culture in English classes through the use of storytelling.

essay writing, and presentation of the two cultures is considered ⁵ important in English classes.

In order to promote students' learning of both the language and the culture of English, **Solichah** suggested the use of fairy tales. She asserts that the use of fairy tales as English learning materials will improve students' mastery of the language and culture, so that their interest and motivation to learn English will in turn increase. She also claims that the use of fairy tales also develops the students' whole ⁷ personality. Lastly, Part C of the book is closed with a chapter of the importance of enhancing teacher and learners' critical literacy in Indonesian EFL context by employing **hoax** as learning materials. In this case, **Arifin** offers eight practical steps to use **hoax** in EFL classrooms to develop critical thinking skill.

The last section of the book is Part D, which consists of three chapters. Two articles are about students' character building and one is about teacher development. **Anugerahwati**'s chapter on how Indonesia welcomes character building for the 21st century proposes some ways of reinforcing students' noble characters through English lessons, particularly among students of junior high schools. She explains that English teachers can develop students' good characters through careful selection of the materials, design of group and individual tasks, and other teaching- learning activities. In fact, the importance of developing good characters is not only for high school students, but also for students of higher education. In this case, **Kuzairi** and **Maulida** reported that English teaching-learning activities carried out in a number of higher institutions in South Kalimantan entail character building process. Such characters as being responsible, caring, respectful, and fair are built and developed through classroom activities such as requiring students to complete and submit exercises and assignment on a predetermined schedule, checking, reviewing, and providing feedback on the students' work, appreciating the students' ideas and responses on the teachers' questions, and treating the students equally respectively.

This last part of the book is closed with a chapter by **Yusuf** and **Wijayanti** who promote the use of students' feedback for teacher professional development. Using ¹² questionnaire to collect the required data, they came up with a conclusion that both the teacher and the students viewed that the students' feedback of the teacher's teaching performance is beneficial for developing the teacher's teaching competence. The teacher could improve her teaching strategies which were perceived to be ineffective by her students after she had read the students' feedback. Thus, the students' feedback contributed to the development of the teacher's professionalism.

Closing Remarks

The book is indeed a fruitful resource for both teachers and researchers, who are concerned about improving the quality of teaching English as a foreign language (EFL), particularly in Indonesian context. The chapters contain practical guidelines of how to teach the students in the classroom to develop their English skills, including speaking, writing, listening, reading, as well as to build their characters. They also contain important references for researchers to carry out further studies to validate findings of the previous studies. In short, the book is a should-be-read resource for practitioners as well as researchers. Enjoy your reading!

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Developing Integrative English Learning Media Based on Multisensory Using Elaboration Model for Vocational High School Students

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Abstract

3 This study was to describe the process and product of developing English learning materials for Tourism Vocational School (TVS) students, especially integrative English based on multisensory with elaboration model. It was done due to the fact that TVS students still got difficulties to apply English for Tourism on the job training. A development of learning materials of English for Tourism was needed in order to reach effective and innovative objectives. This study was a research and development (R & D). This model was developed in this study for twelfth grade of Tourism Vocational School 2 of Malang in academic year 2016/2017. The aim of this study were to design Integrative English materials for the students of TVS. This study was conducted in three stages: the exploration, prototype development, and experts' validation stages. The data were collected from in- depth interview, document analysis, and expert judgment. The data were then analyzed using descriptive qualitative and interactive analysis. The result of evaluation from the media expert is 87,30 %, and subject matter is 91,42 %. The materials needed include speaking skill, reading comprehension, writing skill, listening skill, pronunciation practice, and the exercises of TOEIC. Meanwhile, in the prototype development stage, the draft of the English materials for TVS was designed using multisensory approach with elaboration model. Finally, the results of experts' judgment showed that English materials for the TVS textbook was valid. These findings recommend that the English materials for TVS are urgently be implemented in order to give an excellent service to the TVS on the job training and work place.

Keywords: integrative english, multisensory, and elaborative model

5 To improve teaching and learning process, it is important to prepare teaching media, besides improving teaching strategy. One of teachers' duties in running the profession is writing or preparing teaching media. The teacher cannot be separated from dictate or teaching media. Teaching media is useful in teaching and learning activities, one of the functions of teaching book is to solve the limited teaching sessions because the students can learn by themselves independently without depend on their daily note in classroom.

To write teaching textbook, teacher should pay special attention to students, modalities or commonly called the students multisensory. Multisensory is a learning approach where the teacher uses the students' multisensory altogether namely visual, auditory, and kinesthetic in teaching. Besides the students' multisensory, it is also important to pay attention on how to organize the teaching and learning content that improve the cognitive structure and continually shows the context of knowledge being learned. This learning content organizing

can be conducted by improving elaboration model learning materials—organizing learning content by arranging the material deductively or general to detail or specific.

The research finding shows that the learning achievement using elaboration model is better than using textbook. The students who are given using elaboration model achieved average score is 63.13, while those who are given using textbook is 57.97 (Ardian, 2008). Meanwhile (Paifet, 2011) shows the students' performance improvement by applying elaboration model in teaching PKN (Five Principles of Pancasila and Citizenship subject) under Globalization Effect topic, in cycle I shows average score of 23 students is (51.11%), achieved above minimum score 7, and 22 or (48.88%) students achieved under minimum score standard. In cycle II 45 students (80.55%) achieved above standard 7.3. And Radjah, (2003) shows that the students who are given using elaboration model achieved average score (85.15), and those who are given using conventional model achieved average score (75.30). Those researches show that elaboration model is better than other models especially textbook.

Based on the researcher observation in SMKN (State Vocational High School) 2 Kota Malang especially in tourism majors it was found that English textbook and students' worksheet are not integrative yet, communicative aspect, text authenticity and dialogue presented in the textbook were not fully support the students' competency, both academic competency and work place atmosphere. Textbook has not created the students to learn independently, the goals of learning have not well formulated and well measured. The topics are not presented in small and complete unit, besides the book also does not present examples or clear illustration of real tourism workplace. The materials in the textbook are out of date and not contextual, and there is no scoring instrument to make the students be able to do self assesment.

From above explanation, the researchers want to develop teaching material using elaboration model principles in organizing the content and it is hoped helping the students especially tourism students to learn English for Tourism to adapt them with the real workplace of tourism.

Literature Review

Basic Concept of Elaboration

Elaboration is establishing how to organize the learning content deductively or from general to detail or specific to develop cognitive structure and continually show the context of knowledge being learned (Degeng, 1997:22). While Hamzah (2009:142) the characteristic of elaboration model organization is starting the teaching and learning process from general topic and move to specific (elaborative). While other experts' opinion say that elaboration model is oriented on learning organization, it is started by giving content frame of subject being given and separating the subject into parts and subpart, and elaborating each part and so on, up to particular details and match with the goal specification. By explaining some opinions about elaboration model the researchers then conclude that elaboration model is a learning model where the teacher first presenting general content then moves to detail or specific degree.

Elaboration Model Development Principles

Degeng (1997) describes eight principles in learning using elaboration theory, namely: (1) Initial Synthesis Principle, presenting content frame (epitome) in the beginning of the process (this is aimed to make effective and efficient learning). The first phase of teaching and learning is by presenting main parts of the subject being taught. (2) Gradual Elaboration Principle, it is forming gradual steps. This second step of elaboration is going to elaborate parts in the first step so the learning topic will move from general to specific and from simple to complex. (3) Introductory Familiarization Principle, this phase the teacher should match the topic with the things that have been understood by the students. The teacher tries to find teaching materials or cases that have been already known by the students. This is important to ease the students understanding the concept that will be given in the next classroom session. (4) Most Important First Principle, it is related to arrange the things that are considered as important, that has been presented previously in the session, by consideration that the learning and teaching materials make the students understand the whole topic. This is aimed to improve sustainable motivation, transfer, and retention. (5) Optimal Size Principle, this phase is presenting various facts, concept, and procedure designed to make the students easy to understand and it relates to short-term memory of the students. In the teaching and learning process the facts can be presented by giving some examples about behavior happens in the class or presented by giving clipping or so and it is hoped can be understood through class discussion process. (6) Periodic Synthesis Principle, the teaching a learning materials is here synthesized and is presented in the end part of the each session by showing a deeper relation of a content frame. The teacher is going to explain the relationship between the material with the next session material, this is aimed to give the students first introductory for the next material. (7) Periodic Summary Principle, this part is presenting the summary in the end part of each material. (8) Type of Synthesis Principle, is the teaching and learning synthesis that has been match with the recent condition, like conceptual structure, theoretical structure for theoretical content and procedural structure for procedural content. Elaboration model according to Hamzah (2009 : 143) there are at least seven principles that have been developed in elaboration model learning strategy, namely (1) Presenting content frame, it is presenting the main part of subject and the relationship between the main part and the parts. (2) Step by step elaboration, in this principle the parts of the content frame will be elaborated step by step. (3) The most important part will be elaborated first, whatever the consideration, the most important part will be elaborated first. (4) Optimal elaboration scope, it means that intensity of each elaboration will be done optimally. (5) Presenting synthesis step by step, it means that synthesis will be given after each elaboration. (6) presenting type of synthesis, the type of synthesis will be matched with the type of subject, and the last (7) according to Hamzah (2009: 143) is summarizing step, here the summary will be given before synthesis. These principles that will be referred by the researchers to develop the English learning media for tourism program of SMK.

Elaboration Model Development Steps

According to Riyanto (2005:20) there are eight steps in developing elaboration model, namely: (1) Subject goal and subject characteristic Analysis. In this step a designer will approve the goal of learning. The essence of learning goal is to inform what should be achieved by students in the end of learning process (Hartley dan Davis in Degeng, 1997:75). Information given in the beginning of learning process is very important because the goal of learning will be the most important thing for students, and by understanding the goal of learning, the students will be able to relate their achievement and behavior. Degeng states that the students who well-informed about the goal of teaching and learning process show better achievement than those who do not get information about the goal before. (2) Learning source analysis. In this phase a designer is going to try to determine the learning sources that can be used and also determine possibility of problems that may arise. In this case a designer estimates various things related to the learning source. From this process a designer will be able to make a list that consist of learning source that can be used by the students to achieve the learning goal that has been approved. (3) Learners characteristic analysis. This step a learning designer will try to learn and understand the students that will learn the subject. By understanding the each student's characteristic then a designer is going to be able to help students to determine the learning strategy that will be given to each student. Therefore, a learning designer will focus on the differences of each student. (individual differences). In this stage, a designer will be able to make a list of students' characteristic. (4) Determining the goal of learning and learning content. This step actually can be finished soon by a learning designer to determine the goal of learning dan determine the characteristic of subject. Also in this step, a learning designer will create the learning goal like what we have known namely specific learning goal (TPK) or frequently also called specific instructional goal (TIK). Therefore, this step obliges a designer to determine the specification or what result that will be achieved by students in the end of each chapter of learning process. (5) Determining the organization strategy of learning content. In this step, a learning designer is going to determine how the learning content will be organized. This organization ini is influenced by characteristic of learning material and the goal of learning goal. Therefore, one subject characteristic is different from other subject characteristic in determining the content organization. (6) Determining the learning content teaching strategy. Strategy how to teach the rest of learning process will definitely depend on the learning designer effort to determine the learning source that will be used during the teaching and learning process. Because a particular teaching strategy will use the learning source so it avoids the use of teaching the learning content without learning source. (7) Determining the learning management strategy. The step of learning management is definitely depending on the effort of learning designer in determining the students' characteristic. Because in this step need some information about students' characteristic in the effort to determine the use of component schedule of organization strategy and teaching and learning process, motivation management, make a progress report and learning control (Degeng, 1997:16). (8) Achievement measurement procedure development. In this last step, a learning designer will measure the learning result where it will measure the

effectiveness, efficiency and how interesting the learning process for the students. This activity is to reduce the learning cost and test (Degeng, 1997:16).

Recent Findings on Elaboration Model

Ardian, (2008) show that the students' achievement using elaboration model is better than using textbook. The average score of students who are taught using elaboration model is 63.13, while those are taught using textbook is 57.97. While Paifet, (2011) shows the students' performance improvement by applying elaboration model in teaching PKN (Five Principles of Pancasila and Citizenship subject) under Globalization Effect topic, in cycle I shows average score of 23 students is (51.11%), achieved above minimum score 7, and 22 or (48.88%) students achieved under minimum score standard. In cycle II 45 students (80.55%) achieved above standard 7.3. Experiment of Radjah, (2003) Radjah, (2003) shows that the students who are given using elaboration model achieved average score (85.15), and those who are given using conventional model achieved average score (75.30). Those researches show that elaboration model is better than other models especially textbook.

² The difference between the recent findings from the authors' research is that this research is research and development (R&D) and the subject of the research is also different, because subject of this research is the students of tourism program of Vocational High School (SMK). Another thing differentiates this research and the previous ones, here the researchers want to create English learning material and its development model using elaboration model as the end product of the research. And the last different is effectiveness in using the learning media.

Method

Research Plan and Design

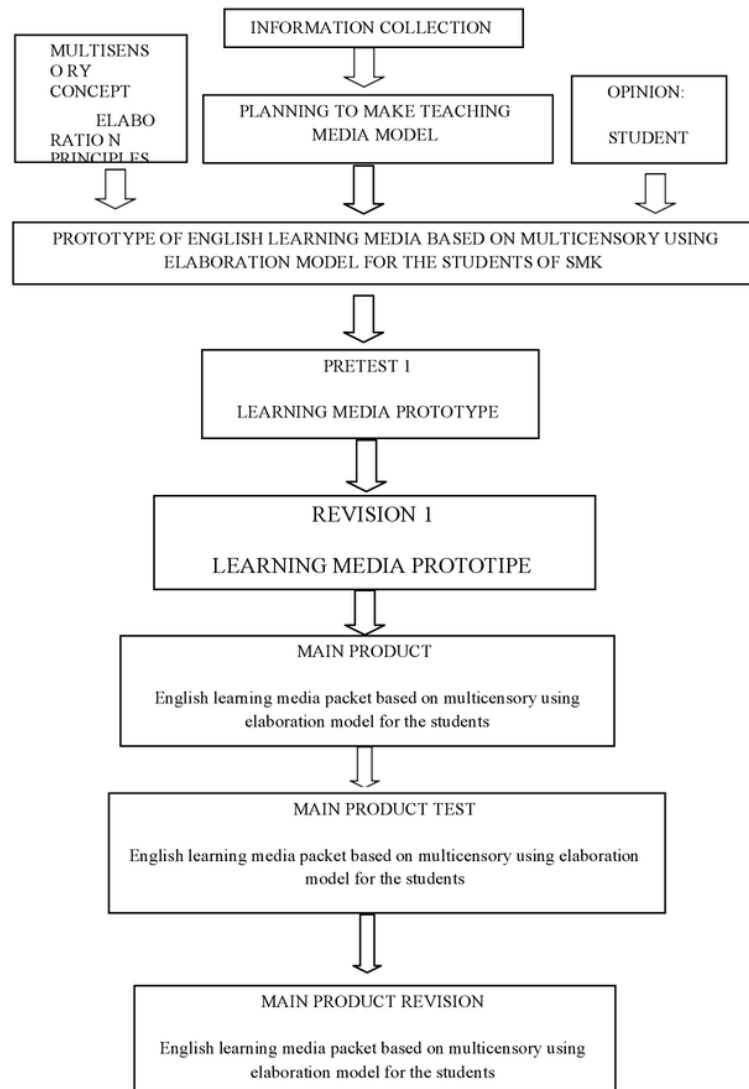
² To complete the research objective, this research is designed using Research and Development (R&D) approach. This approach refers to Borg & Gall (1983: 772), who state that development research model is a process that is used to develop and validate educational products such as learning materials, textbook, learning methods, etc. Where it is done in a research and development cycle. The steps of research and development refer to steps developed by Borg & Gall (1983:773) namely: (1) information collecting research; (2) planning; (3) creating premodel; (1) pretest; (5) premodel revision; (6) main product test; (7) main product revision; (8) operational test; (9) operational product test; (10) dissemination and distribution.

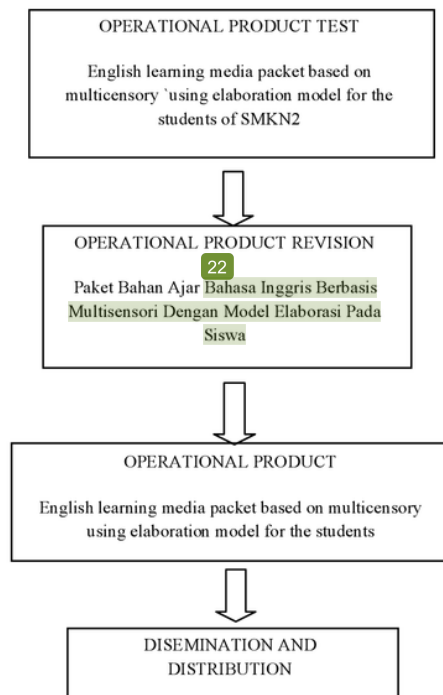
To determine the research preparation systematically as an effort to find, develop, and test the truth of the problem, then it is necessary to use an approach in research. This research applies descriptive and R&D methods. Descriptive method is used to review what are there in a research in a written or oral form from people or behavior that can be observed. R&D is done by developing tested findings and ready to be used

This research is developing English learning media based on elaboration model multisensory for tourism program students of Vocational High School (SMK) using the following steps:

Steps to Develop Learning Materials Model

Developing english learning material based on Elaboration Model multisensory for tourim program students of SMK is conducted by considering the development procedure. The preparation in developing this learning material model considers the general and specific goals, then followed by arranging the procedure. Development procedure is procedural steps that have to be followed by the developers in creating the product. Following is steps to develop the product:





(figure 1. Steps scheme of developing English learning media packet based on multisensory using elaboration model for the students of SMK)

Research Location

This research is conducted in State Vocational High School (SMKN) 2 Malang, Jl. Veteran 17 Ketawanggede Kota Malang

Research Subject

The subjects of this learning material model is the students of Tourism Program in SMKN 2 Malang.

The variable Focus

The variable of this research is the effectiveness of using english learning media for the students of Tourism Program in SMKN 2 Kota Malang.

Validation of Learning Media Eligibility being Developed

The validation of learning media being developed is conducted by (1) learning media readability test and (2) the whole learning media evaluation by users, and (3) learning achievement score test.

Data Collection Technique

Data collection is a systematic and standard procedure to get sufficient data. There are various technique to collect data. In developing multisensory based English

learning media using elaboration model, the technique is using questionnaire and documentation technique.

Questionnaire Technique

There are two types of the audience onli need to put check (√) in the coloumn, and they have a chance to comment on their answer.

Documentation Technique

Documentation technique is used to get information about the students of Tourism Program especially their characteristic, achievement, age, motivation and their learning modalities.

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Data Analysis

This study was conducted in three stages; the exploration, prototype development, and experts' validation stages. The data were collected from in-depth interview, document analysis, and expert judgment. The data were then analyzed using descriptive qualitative and interactive analysis

Findings and Discussion

Research Findings

Objective Description of Learning Media in SMK.

In this exploration stage the researchers evaluate the learning media used in SMK. There are two steps in evaluating the learning media namely surface evaluation and deep evaluation.

Surface Evaluation

In the first stage the researchers do (4) evaluation aspects to the learning media namely book cover, content scope, and learning activities that maybe can be improved, content organization, and layout. Preevaluation of the book/learning media in SMK includes for aspects shown in table 4.1.

Table 1. Surface evaluation aspects of Learning Media used in SMK

Evaluation Aspects	Surface Evaluation Result
Cover	Interesting enough Written by English teacher team
Content scope	Quite varied Simple content Match with the recent curriculum Cover four <i>language skills</i> There are exercises Cover basic competency
Learning activities that can be improved	Quite varied Learning media can help students to do individualized instruction Cover four language skills, and contextual

Content layout organization	Quite varied Learning media can help students to do individualized instruction Content organization is not interesting enough Low quality printing Picture and illustration is not interesting enough for students.
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Based on table 4.1 it can be described that physically the learning media that is used in SMK is interesting and varied enough. Physical appearance like cover, illustration and picture is simple displayed and interesting enough. Content coverage is varied enough and correspond the curriculum. The learning media is equipped by four language skills namely speaking, writing, listening, and reading. Besides, it is also equipped with exercises to make the students easy to learn.

Deep Analysis

The first step in deep analysis is summarizing the learning media items based on some most important and dominant aspects in the context of learning media evaluation. The items are categorized into four subcategories namely: (1) goal, (2) design and organization of language and content element, (3) language skills, and (4) practical reasoning. The analysis summary is presented in table 4.2

Table 2. Goal Aspect of Evaluation

Evaluated aspects	Evaluation Indicators	Evaluation Justification
Goal	The harmony between the learning media goal and curriculum goal	85.71
	The conformity between the learning media and learning situation	71.42
	Breadth of learning media coverage for teacher and students	85.71
	Flexibility of learning media in accommodating the learning variation	57.14

Based on table 4.2 it can be described that the harmony of learning media goal and curriculum goal and the breadth of learning media coverage for teacher and students are justified high or 85.71. Meanwhile, the conformity between learning media and learning situation is 71.42, and flexibility of learning media in accommodating learning variation is justified low or 57.14.

Language exercise and practice are presented to achieve the students' competency development.

Table 3. Design and Organization

Evaluated Aspects	Evaluation Indicators	Evaluation Justification
Language and Content design and organization	Content setting.	71.42
	Refferences of grammar and sillabus	85.71
	Material for self learning.	71.42
	Grammar to correspond the need	85.71
	Vocabulary adequacy for learner	71.42
	pronunciation practice material for students	42.85
	use of language in context	42.85
	Discussion on language style and acuracy.	57.15

Refer to table 3, this learning media is printed in six chapters each semester. Each chapter is arranged based on basic competency order. Content organization of learning media put simple language in the beginning while more complex language element is presented in the part of the chapter. The learning material covers parts that have to be mastered by students, like grammar, vocabulary, and other up to date topics to correspond the curriculum. There are enough portions of vocabularies, exercises, reading and speaking practices. While materials to develop reading and writing are not balance enough compare to other materials. And so, there is no material related to pronunciaiaon practice. Materials are presented using deductive approach. Varied language form content is presented in the beginning and it is followed by exercises and the use of the language form. This is related to speaking skill development after presenting the sentences pattern. In exercises, the students are asked to practice in pairs. Following is the aspect that is evaluated from the language skills side.

Table 4. Language Skills

Evaluated Aspects	Evaluation Indicators	Evaluation Justification
Language Skills	Four language skills coverage	100
	Integrated exercises	85.71
	The conformity of reading text and activities related to students competency	71.42
	Recorded listening materials, authentic, equipped with questions to help students understand.	57.14
	Speaking materials is designed to widen the students view about life.	85.71
		71.42
	Writing skill material.	57.14
	Enough materials for speaking practice.	

Based on table 4, it is clear that bigger portion is allocated for speaking and reading development. The skills development in unbalance and only focuses on particular sjill, or it is not integrative and lack of social context of communication interaction. The material for speaking skill is not equipped with simulation to help students practice role play. Practical aspect evaluation can be seen in table 4.4.

Table 5. Practical Consideration

Evaluated Aspect	Evaluation Indicators	Evaluation Justifications
Pemberian	Easy to get the learning media	85.71
Pertimbangan	Available in school learning source center	71.42
Praktis	Affordable price	85.71
	Available in school cooperative	47.14

Based on data 5, it can be described that the whole practical consideration on that learning media is categorized sufficient. And it is also easy to get the media. The price is affordable and available in school cooperative.

The Prototype of Learning Media Draft

This learning media for students of SMK covers four aspects of language skills; (1) Speaking, (2) reading, (3) grammar, and (4) writing. Each part is initiated by material explanation and followed by exercises and assignment. Summary is also available in this learning media. The materials are taken from relevant references. The learning media being developed is seen in table 4.6.

Table 6. The aspects of Integrative English learning media product draft

Num	Aspects	Notes
1	Goal	To fulfill curriculum requirement. To fulfill job place requirement
2	Materials Scope	Basic competency and competency standard Theme and topic in line with the students' interest and condition based their competency Learning activities and materials are equipped with material summary, and exercises correspond to four language skills. Cover lexicogrammar element, including: Vocabulary that is suitable with the theme and topic Grammar is necessary to express the competency. Speaking materials to support language skill.
3	Presentation systematical	Content presentation and organization are based on learning principles; from simple to complex one. Explanation of language competency scope is formulated shortly and clearly equipped with example of supporting contextual.

4	Language Skills	Covers four language skills; speaking, writing, listening, and reading integratively.
5	Learning Activities	Activities in developing four language skills both receptive and productive skills are presented proportionally. Materials to improve the students' competency are presented variably.
6	Language	Use contextual and authentic language.
7	Appearance	The use of suitable and varied learning media to support learning process in the class.

To assure the appropriateness of product of this learning media, then the researchers use Evaluation guidance of English textbook (Kemendiknas, 2007). Generally, the eligibility test of learning media product covers: (1) eligibility of content, (2) eligibility of language, and (3) eligibility of presentation. Each aspect is developed in the form of indicator and subindicators that is used by expert to justify the score. Scoring criteria of each indicator can be seen in table 7, table 8, and table 9.

Table 7 Content Eligibility

indicators	Sub Indicators	Score Justification
Appropriateness of materials explanation with competency standard and basic competency	Material completeness	85.71
	Material deepness	85.71
Materials accuracy	Social function	71.42
	Meaning element and structure	85.71
Learning support material development	Linguistics feature	57.14
	Kemutakhiran	71.42
	Life skill development	100
Learning support material development	Diversity insight	57.14
	development	

From eight (8) indicators of content eligibility given to the materials expert, there are three indicators that is categorized as 'good' criteria, two indicators is categorized 'fair' namely linguistics feature and diversity insight development. And there is one indicator that is categorized as 'very good', namely

life skill development. But the whole score justification of content eligibility given by expert is 76.78 categorized 'good'.

Table 8. Language Eligibility

Indicators	Sub Indicators	Score Justification
Appropriateness with the degree of students' progress	Appropriateness with the degree of students' cognitive progress	85.71
COMMUNICATIVE		
Idea coherence and unity	Message readability	100
	Language rules accuracy	85.71
	Meaning coherence in part/sub-chapter/paragraph/sentence	100
	Meaning linkage among part/chapter/sub-chapter/paragraph/sentence	85.71

Based on table 4.8 it can be described that two indicators namely message readability and meaning coherence in part/chapter/sub-chapter/paragraph/sentence are categorized 'very good.' While three indicators namely appropriateness with the degree of students' cognitive progress, language rules accuracy, and meaning linkage in part/chapter/sub-chapter/paragraph/sentence are categorized 'good'. The average score of the whole aspect of language eligibility given by expert is 71.11 or categorized 'good'.

Table 9 Presentation Eligibility

Indicators	Sub Indicators	Score Justification
Presentation Technique	Systematic	85.71
	Interchapter balance	85.71
Learning Presentation	Students centered	100
	The students' initiative, creativity, critical thinking development	71.42
	The students' learning independence development	100
	The development of student to reflect/self evaluation	85.71
Presentation completeness	Introduction part	85.71
	Content part	85.71
	Ending part	85.71

From those all nine (9) indicators of presentation eligibility aspects given to material expert, there are two indicators that are categorized 'very good' namely students centered and The students' learning independence development. And only one (1) scored 71.42 namely the students' initiative, creativity, critical thinking development indicator. As a whole, score justification of presentation eligibility aspect given by expert is 87.30 or categorized 'good.'

Discussion

Based on analysis result of textbook that is used in Tourism Program of SMK, it shows that physically the learning material is fairly interesting and varied. The physical appearance like cover, illustration, and picture are made simple and fairly interesting. The content coverage is also fairly varied and appropriate with the curriculum. The learning media covers four language skills namely speaking, writing, listening, and reading. Besides, there are also exercises to ease the students to learn. However, the learning media if it viewed from integrative side, the book does not support students' competency toward real tourism job field. Also, from the textbook analysis used previously shows that it lacks of relevance principles, it does not support the students to be ready to communicate in English especially in tourism work place. Anonym (2006) reports that learning media should be developed using relevance, consistency, and adequacy principles. Therefore, learning media is made based on goal and instructional target that have been planned. Richard (2001) it is a key in language learning and is a base for the students when learning language.

Meanwhile, the learning media that is being developed by researchers, based on experts research can be described that the harmoni of learning media and curriculum goal and also coverage for teachers and students is scored high or 85.71. While the appropriateness of the learning media with the learning situations scored 71.42, and low justification only on learning media flexibility to accommodate learning variation, it is scored 57.14.

The learning media is based on the basic competency order. Content organization of the learning media put the simple language element in the beginning and put the complex element in the end part, and it is written based on syllabus that has been developed previously. To fulfill the students' need in adapting themselves toward real work place, the learning media is written based on the principles that must be mastered by the students like grammar, vocabulary, and up to date topic that is relevant with the curriculum. Vocabulary, grammar, exercises, reading and speaking practice is given in a sufficient portion. Analysis result by content expert says that the material to develop reading and writing skill is still unbalance compare to other materials. And so the materials related to pronunciation practice. The expert also suggests that the material is given using deductive approach where the teacher should first explain the varied language form. And it is followed by giving some appropriate exercises. The things related to speaking skill should be given after giving grammar. Speaking exercises should be done by asking the students to practice in pair. The next are aspects that are evaluated from language skills side, so that the learning material takes the students to achieve the learning goals. This has been reported by Tiwari (2008) who says that teaching materials is an instrument to help achieving the learning

goal that help the teacher to prepare assignment for student and direct the students in achieving learning process.

Based on expert's content evaluation, the portion of development of speaking and reading is bigger than the other skills. The development focuses on four language skills and integrative and also illustrating the social context of interaction communication. According to expert, the topic related to development of speaking skill should be equipped with simulation to help students practicing role play. While the aspect of practical consideration it is said that practical reasoning of the learning media as a whole is categorized 'fair'. This is also need to be considered because the learning media should be able to give an impression to the students to that they need to achive the goal. This is in line with Richards and Schmidt (2002) that learning material should impress the students to achieve the goal of learning media because the goal of learning media is more specific and better achievement. Therefore, learning media must be a learning system component that helps the students to achieve the basic competency and competency standar.

For the content eligibility, there are eight (8) indicators given by the expert, three indicators are categorized 'good', two indicators categorized 'fair' namely linguistic feature, and diversity insight development. And life skill development is indicator categorized 'very good'. As a whole, the justification of content eligibility aspect is scored 76.78 or categorized 'good'. Indicators related to message readability and meaning coherence in part/chapter/sub-chapter/paragraph/sentence are categorized 'good'. While the other three indicators; appropriatness with the degree of students cognitive development, accuracy of language rules, and meaning linkage inter part/chapter/sub-chapter/paragraph/sentence are categorized 'good'. The average score of language eligibility given by content expert is 71.11 or "good". While nine (9) indicators of presentation eligibility given by materials expert, two indicators, students centered and the students independent learning development are categorized 'very good'. And only one (1) scored 71.42 namely the students' initiative, creativity, critical thinking development. As a whole the score justification of material presentation eligibility given by expert is 87.30 or categorized 'good'. The learning media cover aspect of knowledge, psychomotor and affective

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