

LEARNING ENGLISH THROUGH AMERICAN FOLKLORE USING INTERACTIVE WEBSITE FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The development of information technology has affected a lot of aspects in the world. One of the aspects that is influenced by the development is education aspect especially for its learning process. Learning process has transferred from offline to online using internet and computer technology. It means that student can study and learn through website everywhere and anywhere without having to meet with their teachers. Website becomes popular learning media used by teacher to teach their students. This interactive website is a learning English website for Junior High School students. This website is available in two languages or bilingual in English and Indonesian Language. The reason why this website uses bilingual is because the target learners are in basic level. This website uses material of American Folklore for six language skills that are reading, writing, listening, speaking, grammar and translation. Blogspot.com is a provider hosting and domain for this website by the domain title "English is Fun with American Folklore". It can be accessed in the address www.englishisfunwithamericanfolklore.blogspot.com. The aim of this interactive website is as learning media for Junior High School students to improve their skills in reading, writing, listening, speaking, grammar and translation.

Website consists of three parts that are instruction, material and question. Instruction is the command for students about each section. The material consists of story from American Folklore in the form of text or audio or video. It is designed according to each section and lesson. Question part consists of questions for students after they study material. Questions are made in interactive type. It means that students can answer and get their grade or score directly on the website after all of questions are answered. Beside three parts above, this website is also provided with additional tools in order to help student to understand and learn material on each sections and answer questions. The tools include online dictionary, links to certain subject, links to vocabulary and meaning of the words etc.

Keyword: Learning English, American Folklore, Interactive Website

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1. Introduction

1.1 Background of the Study

Today, the development of information technology is growing rapidly. It affects all aspects of life including education. In the aspect of education, information technology can be used as a medium of learning and can be used as a solution to improve students' skill and knowledge with new learning method and way. One of the lessons that can utilize information technology as a medium is learning English. With the development of technology, learning process can be presented more attractively by bringing together elements of audio, video, flash and others, so students are more interested in learning and studying without having to meet with their teacher in a classroom.

Based on the description above, the writer makes a learning English interactive website for junior high school students especially for students of class IX. The material used in this website is American Folklore. It is made into 6 learning sections that are reading, writing, listening, speaking, grammar and translation.

Each section consists of three parts: first is instruction part, which contains study guide and the expectation after students learning the lesson. Second is material part, which contains stories from American folklore in the form of text, audio and video. Third is question part, which contains vocabulary and comprehension assignment for student. In the question part students can answer directly, and their results can be obtained after all questions are answered.

1.2 The Use of Information Technology for Learning English

The development of information technology can be used for learning English. The basic utilization of information technology is on a text book teaching material modified into offline and online teaching material through computer and internet. The learning English material can be obtained from a website, an education game, e-book, flash material and other sources, all of them are sample of learning using information technology.

In this section, the writer makes the utilization of information technology for learning English that is an interactive website for Junior High School students especially for students of class IX using American Folklore. Information

technology, specifically interactive website has influenced English learning process. They are 1). Making methods and materials more creative for learning English; 2). Learning English to be done online, not necessarily in the classroom; 3). Enabling students to learn English anywhere and anytime.

1.3 The Use of American Folklore for Learning English

American Folklore is folktales, myths, legends, fairy tales, superstitions, weather lore, and ghost stories from all over the Americas. Based on genre of text, American Folklore is included into narrative text. Therefore students can learn about grammar, reading, writing, listening, speaking and translation from it. American Folklore is not only available in the form of text but also in audio and video. From the story students can make learning material that is text for reading, writing, grammar and translation while audio and video for listening and speaking.

From the description above, it can be concluded that American Folklore can be used as:

1. Learning material for reading, writing, listening, speaking, grammar, and translation skills.
2. Learning material for students to study narrative text.
3. Learning material for students to study behavior, moral characteristics from the story.

1.4 Aims of This Interactive Website

The aims of this interactive website are:

1. As a new media of learning English using American folklore for Junior High School students especially for students of class IX.
2. As a tool to improve students' English skills in reading, writing, listening, speaking, grammar, and translation.
3. As an example of the information technology utilization in learning English.

2. Website for Learning English

2.1. Preparation

On this preparation process, there are four steps as follow:

1. Making domain and hosting in website www.blogspot.com. Domain is an address for website and hosting is space available for data. For registration, first the writer must make an account using Gmail and after filling registration the writer makes account blogspot.com. This interactive website uses englishisfunwithamericanfolklore.blogspot.com as its domain name.
2. Setting and editing the appearance of website. This website uses free education template from www.btemplates.com. This template consists of slider plug-in, two columns, and footer column.
3. Preparing materials for website. The materials are taken from some sources that are www.americanfolklore.net, youtube.com, and bookbox.com. From www.americanfolklore.net is taken the stories of "Heron and The Hummingbird" and "Why Dogs Chase the Cats" for reading, writing, grammar, and translation sections while from youtube.com and bookbox.com are taken audio and video stories of "Turtle's Flute" and "The Story Teller" for listening and speaking sections.
4. Making instructions and questions for each section. Instructions are made into two languages that are Indonesian language and English. Questions are made in interactive model use application on website www.proffors.com.

2.2 Processing

After all of the preparation steps are finished, the writer makes an interactive website for learning English. Following is description about processing step:

1. Filling all of the materials to the page and post on blogspot.com through dashboard. Main materials are filled to the blogspot page as a top menu, consist of reading, writing, listening, speaking, grammar, and translation materials and additional materials, English version, are filled to the blogspot post. Video materials on listening and speaking sections are filled by method code script:
 1. Open youtube.com and search video of turtle's flute and story teller of Native American.
 2. Right click and choose embed address
3. Copy embed address into page uses html and then save.

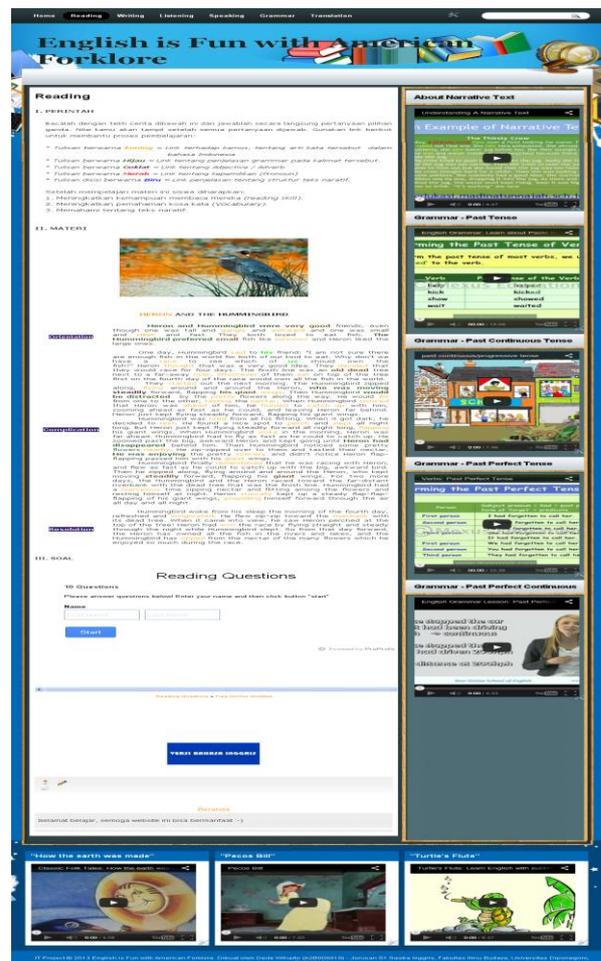
2. Making question part on the page blogspot. The writer must copy script code questions on the website www.proffors.com into page uses html and then save it.

2.3 Finishing

On this finishing process, there are three steps as follow:

1. Making link between Indonesian version and English version. Link is made by picture on the bellow page and post. Picture is made by Photoshop and inserted into page and post.
2. Making link for each section to help learning process. This link addressed to the materials description and dictionary such as translate.google.com, www.tensesbahasainggris.com, and other links.

3. Material Design



3.1 Material Design for Reading Section

Reading section is divided into three parts that are instruction, material and question. This section can be studied in Indonesian language and English. Following is the description of each part:

1. Instruction Part

This part describes about instruction that should be performed by students and the expectation for students after learning this section.

2. Material Part

Reading material uses story from website www.americanfolklore.net. The story is "Heron and The Hummingbird", there is available some links on the text to help students understanding text and story

3. Question part

Question is made by the type of multiple-choice question. It consists of ten questions and divided into three questions of vocabulary skill and seven questions of comprehension skill. They are made with interactive model and students can answer directly then knowing their grade or result on the website after all questions are answered.

3.2 Material Design for Writing Section

Writing section is divided into three parts that are instruction, material and question. This section can be studied in Indonesian language and English. Following is the description of each part:

1. Instruction Part

This part describes about instruction that should be performed by students and the expectations for students after learning this section.

2. Material Part

The material uses story from website www.americanfolklore.net, the title of story is "Why Dog Chase Cat". Some sentences of the story are empty in order to fill by students

3. Question part

Question consists of ten questions by the type of fill in the blank question. Students must make correct sentence or word

3.3. Material Design for Listening Section

Listening sections is divided into three parts that are instruction, material and question parts. This section can be studied in Indonesian language and English. Each part will be described as follow:

1. Instruction Part

This part describes about instruction that should be performed by students and the expectation for students after learning this section. The instruction part is available in audio and text.

2. Material part

Listening material uses story from website www.youtube.com in audio video format; the story is "turtle's Flute". It is available on video with subtitle text. After listening video, students are asked to answer question based on the story as their heard

3. Question Part

Question is available in audio and text. The number of question is ten multiple-choice questions. Student can answer directly and get their grade or score after all of the questions are answered

3.4. Material Design for Speaking Section

Speaking sections is divided into three parts that are instruction, material and question section. This section can be studied in Indonesian language and English. Each part will be described as follow:

1. Instruction Part

This part describes about instruction that should be performed by students and the expectation for students after learning this section.

2. Material Part

Material uses story of "Story Teller from Native American" from website www.youtube.com. It is available on video

without subtitle text. After listening video, students are asked to perform instruction based on the story on video.

3. Question Part

Question uses facility of Widget Speech Recognition provided by Google chrome. The number of question is ten questions in which student must say or speech a word, a phrase or a sentence according to pronunciation in the story. To perform this section, students must have microphone to input sound into computer. If sound is recorded, the result will be appeared in the column Google, if students' pronunciation word is right, the text will be appeared same with their word.

3.5 Material Design for Grammar Section

Grammar section is divided into three parts that are instruction, material and question parts. This section can be studied in Indonesian language and English. Each part will be described as follow:

1. Instruction part

This part describes about instruction that should be performed by students and the expectation for students after learning this section.

2. Material part

Material is taken from website www.americanfolklore.net that is "Why Dog Chase Cat". It is a text with blank word for some sentences. Student must answer the blank word by the correct from.

3. Question Part

Question is asked student to answer correct word on the parentheses. The number of question is ten questions about past tense material grammar.

3.6 Material Design for Translation Section

Translation section is divided into three parts that is instruction, material and question parts. This section can be studied using Indonesian language and English. Each part will be described as follow:

1. Instruction Part

This part describes about instruction that should be performed by students and the expectation for students after learning this section.

2. Material part

Material uses story from website www.americanfolklore.net. The story is "Why Dog Chase Cat". Some of the words, phrases, and sentences from the story is became question for students, students are asked to translate them into Indonesian language.

3. Question Part

Question is made based on the story above. Students are asked to translate word, phrase and sentence into Indonesian language. The type of question is multiple choices and essay consists of three words translations, three phrases translations and four sentences translations. There is an online dictionary to help student answer question.

4. Website Implementation

4.1 Subject of Test

This website has been tested for two students that are M. Haykal Maulana, Student of class VIII of Junior High School 26 Semarang and M. Arriel Farruzi, Student of class IX of Junior High School 27 Semarang. Both of them have studied narrative text.

On the description bellow, M. Arriel Faruzi described as Student A and Haykal Maulana described as Student B.

4.2 Response and Result

In order to know how response for this website from students above, the writer makes two aspect of assessment that are response for website including the appearance and technology used and response to the material and learning process. Following is the results:

4.2.1 Response for Website

Both of students have good comment for the appearance and technology of this website. It is first time they study using interactive website

and online system, they told that their teacher never study using online method, usually teacher only teach using book or presentation using projector in the classroom. They like website because they can study not only using text but also using audio and video.

Although they like that appearance and technology of website, there is one problem for them that is internet connection to access website. When they try to access material such as video and try to answer question, they have wait a long time because internet connection is unstable. It makes they lose a lot of time to study.

4.2.2 Results for Material and Learning Process

In order to know responses and the results of material and learning method of this website, writer uses grade as indicator that students understand and capable to learn English using this website.

1. Reading section

Students got score as follow:



Student A

Student B

From the result above, Student A got score 90 and Student B got score 80. The writer makes a conclusion that reading material and its learning method of this interactive website is accepted for Junior High School students. Students are not difficult to understand material and to answer question.

2. Writing Section

Student got score as follow:



Student A

Student B

From the result above, Student A got score 80 and Student B got score 80. The writer makes a conclusion that writing material and its learning method of this interactive website is accepted for Junior High School Students. Students are not difficult to understand material and to answer the question.

3. Listening Section

Students got scores as follow:



Student A

Student B

From the result above, Student A got score 80 and Student B got score 70. The writer makes a conclusion that listening material and its learning method of this interactive website is accepted for Junior High School Student. Students are not difficult to understand material because on the audio listening there is available subtitle and picture, student easier to understand story and answer questions.

4. Speaking Section

On the speaking section, students try to speak words, phrase and sentences with the correct pronunciation. For some words, phrases and sentences they can speak correctly but for other words, phrases and sentences them must repeat several times to get you correct pronunciation. In general, this section is easy for students, they just need to say words, phrase, and sentences with the correct pronunciation and repeat it if they fail.

5. Grammar Section

Student got score as follow:



Student A

Student B

From the result above, student A got score 100 and student B got score 100. The writer makes a conclusion that grammar material and its learning method of this interactive website is accepted for Junior High School Students. Students are not difficult to understand material and to answer the question.

6. Translation Section

Student got score as follow:



Student A



Student B

From the result above, student A got score 80 and student B got score 90. The writer makes a conclusion that translation material and its learning method of this interactive website is accepted for Junior High School Students. Students are not difficult to understand material and to answer the question. Moreover, there is an online dictionary on the translation section page, it make student easier to answer questions.

5. Conclusion and Recommendation

5.1 Conclusion

From the results and descriptions above, the writer makes some conclusions about this interactive website, that are:

1. This interactive website is accepted for Junior High School students as media for learning English.
2. The materials in this website are appropriate with the level for basic learner that is Junior High School students.
3. American folklore stories can be improved and modified into some comprehension skills that are reading, writing, listening, speaking, grammar and translation.
4. The utilization of information technology in this website is success.
5. The material design of this interactive website is success.

5.2 Recommendation

The writer makes recommendation for teachers and other participant educators to take advantage of the development of information technology for their learning process and method by creating an interactive website, education games, material flash, and other type for learning English.

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