
APPLYING A MULTIMEDIA ONLINE MODULE TO INCREASE STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH IN A BLENDED LEARNING ENVIRONMENT

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ABSTRACT

This study examined the application of a multimedia online module to facilitate blended learning during the post Covid-19 pandemic. As the government's policy gradually changed, that teaching and learning may take place in schools for fifty percent and other fifty percent online, learning English became blended, online and offline. This study aims at finding an alternative to increase students' achievement by applying a multimedia online module in a blended learning environment. 38 learners of grade XI of MAN 1 Kota Tangerang participated in this study. This study employs an action research method. The data were taken from online activities in the Google Classroom, questionnaires and tests. The study found that the multimedia online module made it possible for blended learning to be facilitated as it helped learners to engage in learning activities during the teachers' absence before them. Their learning achievement is also significantly increased. Still, the multimedia-online modules enable them to experience more than just limited real classroom situations since the multimedia online modules made it possible for them to explore various useful learning resources from various different sources, in various formats, at their own pace and time.

Keywords: Multimedia-online module, Online learning, Students' needs

A. INTRODUCTION

Government's policy about education in schools in Indonesia during the post-pandemic of Covid-19 allowed schools to have a fifty-percent-teaching-and-learning session in class instead of one hundred percent. This policy applies in many schools, including the school where the researcher serves the public. The policy unfortunately created problems in teaching and learning processes in class.

One of the problems facing the researcher centers around the time that is given to deliver lessons effectively. It is hard to finish even one single lesson as we have to face half of the students in one class every other week. This is a challenging situation because we were forced to repeat the same lessons to different groups of students in one class every other week. As a result, teaching became a long laborious task.

Time is not the only issue when dealing with the change of the learning system. Another problem related to blended learning is teaching materials. It is quite hard to find ready-made materials that can cater students' needs as well as substituting teachers' presence in class during the learning-from-home period. For this matter, one expert points out that a learning module allows students to access content and courses (Zhang, 2020). Thus, modules can be an alternative to full fill students' needs of materials while they learn from home, away from the teacher.

There are modules available, however, they are often not easy to be used by students without teachers' present before them. Take for example one available module about formal invitation. 30 out of 38 students in XI science 2 class of MAN 1 Kota Tangerang think that the particular module contains many confusing activities. Moreover, analyzing the available modules, it is found that very few available modules include listening activities from various media. In addition, many available modules do not include multimedia materials and activities for students to explore and practice listening skills and other language skills that involve audio or video use. As from self-reflection, the researcher found that a multimedia-

online-module has never been implemented in her classroom. So, for this reason, it is a new alternative.

Thus, the change in the learning system during post Covid-19 pandemics is obvious; teachers need to blend their face-to-face teaching and learning situation with the learning-from-home situation. Thus, the application of blended learning is principle. This situation leads to the fact that the existing modules are not quite applicable for students. The question is now: How to apply a multimedia online module to increase students' learning achievement in a blended learning environment? Still, the next question is: How is the increase of students' learning achievement after the application of the multimedia-online-module in a blended learning environment?

This study aims at finding ways to apply a multimedia online module to increase students' learning achievement in a blended learning environment. This study also aims at finding out the increase of a student's learning achievement after the application of a multimedia online module in a blended learning situation.

This study hopefully can become one of the best practices that other English teachers with relatively the same problems can apply. Moreover, this study can hopefully help Grade XI students of MAN 1 Kota Tangerang to increase their capability to learn English by integrating technology into their daily life. This study hopefully can contribute to the increase of the quality of English teaching.

B. LITERATURE REVIEWS

Learning is generally conducted inside a real classroom environment with a teacher and learners having face-to-face interaction. In blended learning, the environment is not only face-to-face but also incorporating the use of technology as a media of teaching and learning. Just like what Graham, Allen and Ure stated, that blended learning is a learning environment that *"combines face-to-face instruction with technology-mediated instruction"* (Graham, Allen, & Ure, 2003). Thus, the

learning processes take place both offline-face-to-face-instructions and online learning processes by applying technology. This definition of blended learning is the one applied in this study.

Graham (2009) also explains that blended learning can actually increase learners' convenience of learning during the asynchronous sessions by not eliminating the human factor that they get from face-to-face environments. Most importantly blended learning can compensate for what can be the unfavorable factors from both learning systems, thus making the learning more beneficial. Graham (2009) summarizes the most common reasons for having blended learning to be applied in many learning environments. The reasons are, among others, increasing learning effectiveness, improving convenience and access to learning, and augmenting cost effectiveness to learning (Graham C. R., 2009).

One of the important factors in blended learning is learning resources. One of the ways to pass on learning resources is through the use of modules. Zhang (2020:) states that a learning module allows students to access content and courses. Moreover, Dan Levy (2022), a professor from Harvard Kennedy School uses an interactive module to enhance learning in class in a blended learning environment. There are interactive videos, diagrams, and practice problems in the module. It also contains an end-of-module quiz and an anonymous feedback survey. Levy (2022) states that the module allows students to learn and do practices on key concepts at their own pace on the modules. In class, Levy (2022) stated that face-to-face time can be used for more advanced topics and for building "on what they have learned."

Modules come in different formats: paper-based modules, web-based modules, digital modules, E-learning modules, interactive modules etc. This study applies a multimedia online module, a media for giving learners the learning materials in the form of multimodal format such as audio, video, internet-based materials, practices and quiz which is given online. This is what the study is concentrating on. The Module is made using a free online application namely *Book Creator*.

Many researches related to the use of multimedia online modules have been conducted. Among others are Hsiao, Mikolaj, and Shih (2017), they investigated scaffoldings and gave multimedia online modules to increase students-centered learning in a hybrid online learning environment. The result shows that most students felt and thought that scaffolds and multimedia modules help them to learn the lesson well.

Despite the many researches that have been conducted elsewhere, the study about the application of multimedia online modules to teach English in a blended learning environment at MAN 1 Kota Tangerang has not been conducted yet. As such this study is relatively new here.

C. RESEARCH METHODOLOGY

This action research is conducted at MAN 1 Kota Tangerang which is located at Jl. Lamda Raya No. 1 Kota Tangerang. This institution is a big school with more than 50 teachers on board. The subjects of the study are students of grade XI-MIA 2 MAN 1 Kota Tangerang. There are 39 students in this class. These students are heterogenous in terms of English competence.

This study employs Kemmis and McTaggart Action Research Model (1988). It consists of two cycles. In each cycle there are: a *planning* stage, an *acting* stage, an *observation* stage and a *reflection* stage. One cycle begins with the *planning* stage, followed by the *acting* stage and the *observing* stage at the same time, and then the *reflecting* stage. Results of the reflection process on the first cycle will determine the course of action in the next cycle and whether or not an additional cycle is needed to be conducted. After the first cycle reaches a stage of *reflection*, prior to the second cycle, there is a *re-planning* process. The *re-planning* process is based on the results of the *reflection* of the first cycle; thus, a *revised plan*.

Data from tests and questionnaires which are taken from the subject of the study; and fieldnotes from Google Classroom will be used to answer the research questions. A qualitative analysis technique is going to be applied to analyze the data. The qualitative data are in the form of field

notes from Google Classroom. On the other hand, the quantitative data such as results of tests and questionnaire scores will be processed using simple statistics.

D. RESULTS AND DISCUSSIONS

Prior to the application, the module needs to be carefully prepared. The module is created based on the basic competence that needs to be achieved by students of grade XI which is stated in the curriculum. The basic competence, which is the learning outcome of the lesson, is put in the module on the first page. In such a way, the students will read the learning outcome first and be aware of what is expected of them by the completion of the module. Making the students aware of the objective of the lesson will serve as a guide to their learning activities. Sewagegn (2020) even states that: "It helps to set a shared expectation between the teachers and students." Furthermore, the learning outcomes are stated in Bahasa Indonesia, exactly the way they are stated in the curriculum. It is given in this way in order to avoid misunderstanding on the part of the students. The chosen basic competence is number 3.8 and 4.8 in first cycle and 3.5 and 4.5 in second cycle.

The first learning activity focuses on the concept of an explanation text. Students are to watch two videos and answer some questions about the social function, and the linguistic component of an explanation text based on the video. The questions are: (1) *What is the video about?* (Question about the topic of the text); (2) *Why do you think people make this video?* (Question about the social function of the explanation text); (3) *What are some new vocabularies you learn from the video? Please find the meaning to those new vocabularies.* (Questions about the linguistic component of the text). The social function and the linguistic components are among the objectives that students have to achieve in basic competence number 3.8. The answers are then discussed in the classroom during face-to-face sessions. From the researcher's observation, about more than half of the students can answer those

questions correctly. From the data in the Google Classroom, it shows that 34 out of 38 students can answer these questions correctly.

The second learning activity is about the text structure of an explanation text, basic competence number 3.8. Students are to watch the video and answer questions about the text structure of the explanation text in the Google Form. The students have to get at least 80 to pass this second learning activity. If not, they may repeat the activity until they get the minimum score of 80. According to Nur Khasanah (2014) low achiever students can develop the meta cognitive strategy, keep the mood for learning, and cognitive learning strategy, repeating the lesson as needed. That is why this particular activity is conducted in this way so low achiever students can still finish the lesson at their own pace and time as the module is accessible anytime anywhere.

The third learning activity focuses on being able to comprehend a given explanation text. Students are to read the text and answer some questions about the text in the Google Form. The same steps as the ones explained in the previous paragraph are applied here. This activity is to achieve the learning outcome stated in the basic competence number 4.8

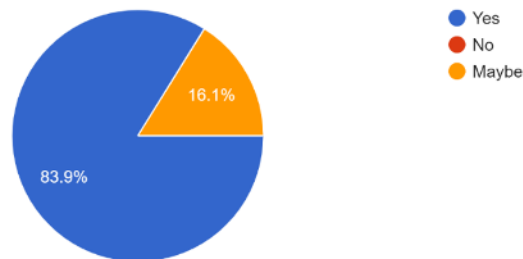
The fourth learning activity focuses on being able to produce an explanation text. Students have to write one part of the explanation text per meeting. First, they have to produce an introductory paragraph, then they have to produce body paragraphs, after that, they have to produce the concluding paragraph. Upon getting feedback on their writings, they have to undergo the next step of writing, that is revising the first draft. This is necessary to enable students to write a better version of their writing. Feedbacks are given offline, in face-to-face sessions.

The second cycle focuses on basic competence number 3.5 and 4.5. The steps in applying the multimedia online module are the same as the ones in the first cycle. Preparing the module prior to application is a must. First, the learning outcome is written down on the first page. Next, students do the learning activity one which focuses on the concept of passive voice. After that, students do the learning activity 2 which focuses

on the social function, the text structure and the linguistic competence of passive voice and scientific text. Still, the next step, students are to do learning activity 3 that focuses on reading scientific text and writing down a simple paragraph containing passive voice.

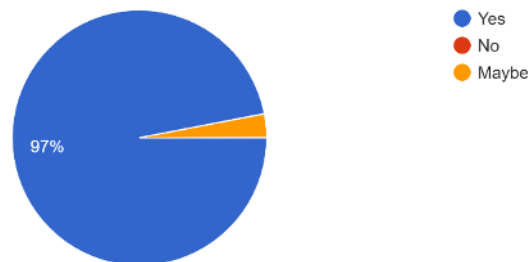
Questionnaires are also given to students to find out the students' opinion about the use of multimedia online modules during the blended learning period. The results of the questionnaires are displayed in pie diagram 1 and 2 below.

Does the module "Explanation Text" help you learn the lesson better?
31 responses



Pie Diagram 1: Does the module *Explanation Text* help you learn better?

Does the module "Passive Voice" help you learn the lesson better?
33 responses



Pie Diagram 2: Does the module *Passive Voice* help you learn better?

Pie diagrams 1 and 2 clearly display that the students have positive views about the application of multimedia online modules during the blended learning period. 83,9% of students are of the opinion that the *Explanation Text* module helps them learn the lesson better; and 97% of students think that the *Passive Voice* module helps them learn the lesson better. 16,1% and 3% of students think that the two modules *may help*

them learn the lesson better. No students think that the module does not help them at all.

Further questions are asked in the questionnaires about the two modules: how does the module help you learn better? The answers are: *the explanation, the videos, the examples, the assignments and the answers* in the module help them learn the lesson better.

A test is given after the application of the module 1 and 2 to answer the second research question. The results of the test after the application of module 1 and 2 are in table 1 and 2 below.

Table 1: Test Results for Module 1- Explanation Text

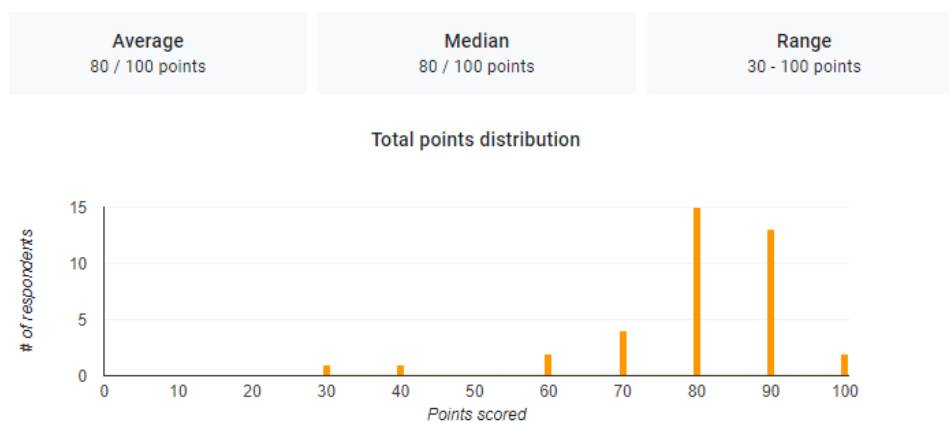
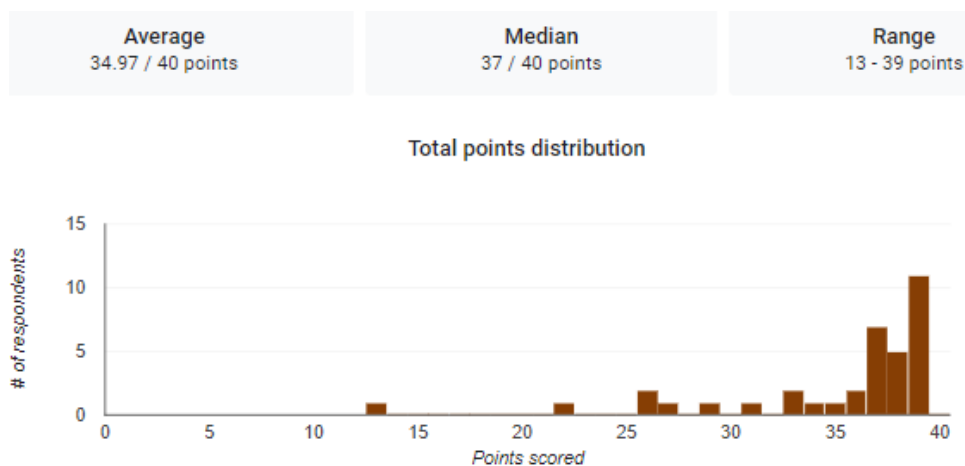


Table 2: Test Results for Module 2- Passive Voice



The two tables display that there are still many students who score below 75 (KKM) in the first cycle. As for the second cycle, the table

displays clear results that the majority of students' scores are above the score of 75 (KKM); the highest score is 40 that equals to 100.

E. CONCLUSION

In conclusion, applying a multimedia online module' can actually increase students' learning achievement and facilitate them to learn English lessons in a blended learning environment. The multimedia online module helps them learn while they are not with the teacher. The face-to-face sessions provide the teacher factor to give more explanations or clarifications to the process they have undergone without the teacher. The multimedia-online modules also enable them to explore various useful learning resources from various different sources, in various formats, at their own pace and time. It is highly recommended that teachers use multimedia online modules to be applied in a blended learning environment.

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